

VOLUME VII

The A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI

Spicer.H.J.Mr.
Dept. of Educa-
tion

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MAY, 1927



Solidarity, Our Watchword!

THE nature of our calling tends to build up in us a critical attitude. Where interest is keen, sharp divergence of opinion is apt to occur. But all will be well if the tone and effect of all critical discussion at our future assemblies can be kept on a constructive plane. The amount which we as a group shall accomplish will be determined by the loyalty of the individual members."

"Let us build up our Alliance more strongly than ever, from within. We need to demonstrate that teachers are not lacking in the qualities which are essential to the status of a profession. If this is to be our public attitude, let us prove to one another that our qualities are such as to make possible through broad-mindedness the solidarity of the group."

HARRY C. SWEET,
President, A.T.A.

FLAGS—

Sec. 7 of the General Regulations of the Department of Education says in part: "There shall also be provided a flag and flag pole, and suitable and adequate playground equipment."

Now is a specially appropriate time to purchase a flag, as this year we celebrate the DIAMOND JUBILEE OF CONFEDERATION and Our Flag must be everywhere in evidence.

Make your selection from the following:

UNION JACK		CANADIAN ENSIGN	
No. 140—3 ft. x 1½ ft. (very special).....	\$1.75	No. 00—3 ft. x 1½ ft.....	\$ 2.25
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No. 1—Size 8 x 12 inches. Per dozen.....	1.10	No. 4—Size 19 x 30 inches. Each 45c; per dozen...	5.00
No. 1½—Size 10 x 14 inches. Per dozen.....	1.50	No. 5—Size 22 x 36 inches. Each 60c; per dozen...	6.50
No. 1¾—Size 12 x 15 inches. Per dozen.....	2.00		

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The Women's Specialty Shop
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The

A.T.A. Magazine



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VII.

EDMONTON, MAY, 1927

No. 11

Alberta Teachers' Alliance Tenth Annual General Meeting

THE tenth annual general meeting of the A.T.A., under the Presidency of Mr. A. Waite, of Edmonton, was held in the McDougall United Church, Edmonton, from Monday to Thursday in Easter week. There was a large attendance of delegates representative of all parts of the Province. In many respects this convention may be regarded as making an epoch in the history of the Alliance. A spirit of harmony pervaded its sessions and many questions affecting the welfare of the organization were discussed and settled. There was also an obvious desire to make differences of opinion yield to the common good. There can be no doubt that the Alliance faces the coming year strengthened in morale, with a more united front, and with unity and efficiency as its watchwords. Those who had the privilege of attending the meetings will have returned to their several locals with renewed enthusiasm, and without a doubt a large increase in the membership of the organization will ensue as a consequence.

From the reports submitted by the President, the Secretary-Treasurer, and the various geographical representatives, the year that has ended has been one of substantial progress. Excluding Normal School provisional membership, the membership increased from 2,008 to 2,043. With the co-operation of Normal students the minimum salary of teachers was maintained at a \$1,000 level. Progress was made in the way of securing a revision of the School Act. The questions of Municipal School Boards, Municipal High Schools, and that of a Board of Reference, were kept in the foreground. During the same period thirty-five new Locals were formed, thus showing a growing appreciation of the fact that strength lies in unity and co-operation. The Treasurer's report showed a substantial balance on the year's working of the Alliance proper, while the A.T.A. Magazine accounts showed a net profit of \$1,026.87.

A pleasing interlude in the business of Tuesday evening were the visits of Mr. A. Farmilo who carried the greetings of the Alberta Federation of Labour, and of Mr. W. G. Waistell, President of the Civil Service Association of Alberta. Mr. Farmilo emphasized the need for "team work" in all organizations like the A.T.A. Teachers had to learn that "collective bargaining" was a necessity. He insisted that they should be in the forefront of the Trade Union Movement. As a matter of fact, they were lagging behind. They ought to be well remunerated for their work. A plumber could command an average wage of \$10 a day simply

because he had a strong organization behind him, and high wages came only by organization. Mr. Waistell, in carrying the greetings of the Civil Service Association, said that teachers and the Civil Service had much in common. They had the same aspirations and similar troubles. It was only by patient effort that results could be obtained. The Civil Service had a Council to deal with all difficulties and made it its great aim to get matters settled amicably. In the matter of superannuation, he added, he would be glad to place at the disposal of teachers a knowledge of the scheme adopted by the Civil Service.

The remainder of the session was devoted to a consideration of the internal politics of the Alliance. There were no fewer than forty-three resolutions on the agenda, and many of them of far-reaching importance. The duty of defining more clearly the respective powers of the Executive and the General Secretary was left to the new executive to determine. Among the resolutions of consequence passed by the meeting were the following: To raise the standard of Grade VIII examinations; to place the finances of the organization under the control of the executive; to press the question of teachers' pensions; to secure the preparation of examination papers by teachers familiar with the course covered; to form a Grade VIII examination's board, consisting, *inter alia*, of Grade VIII and IX teachers; to request the Department of Education to make no adjustments in the marks awarded by sub-examiners without the full approval of the Examination Board. Other resolutions were remitted to sub-committees to be dealt with.

On Wednesday morning the ballots for the election of officers for the ensuing year were counted. The results were as follows:

President, Mr. H. C. Sweet, Lethbridge High School; Vice-President, Mr. R. D. Webb, Calgary High School staff; Geographical Representatives: Northern Alberta, Mr. James McCrea of Vegreville; Edmonton, Mr. C. B. Willis; Calgary, Mr. F. Speakman; Central Alberta, Mr. F. L. Tilson, Camrose; South-Eastern Alberta, Miss Mary Fowler of Medicine Hat; South-Western Alberta, R. E. Hicken of Cardston. The new executive are all persons of considerable experience and good executive ability, and the Alliance looks forward to a successful year under their guidance and direction.

J. STEELE SMITH, M.A.,

Convener, Press Committee.



LOW FARE SUMMER TOURS

In effect May 15th.

Canadian Pacific Rockies

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CANADIAN PACIFIC



"I saw your name in the A.T.A."

Tenth Annual General Meeting of the A.T.A.

President's Report

IN presenting this Report, I venture to express the opinion that probably the most notable achievement to be recorded this year is the wonderful progress made by teachers who have been endorsed by the people as their representatives.

Two teachers who were in active service previous to the last election and several ex-teachers are now occupying seats in our Provincial Parliament, and we can safely leave educational legislation in the hands of Mr. Gibbs, who has always been one of our most active and loyal members. It is also a pleasure to bring to your attention the fact that three other members of the A.T.A. have been successful in securing aldermanic honors. In Edmonton, Regina and Saskatoon, teachers headed the polls at the civic elections. The profession has also received recognition by the appointment of the President of the C.T.F. as a member of the Dominion Committee for Canada's Diamond Jubilee Celebration.

Business.

During the year four Executive meetings have been called. Unfortunately due to illness and bereavement only the Christmas sessions were attended by the full Executive.

At our first meeting we ventured on a new departure, in that each member accepted some definite responsibility and a brief review of our various activities follows:

Magazine.—Miss Campbell.

The magazine is in a flourishing condition, financially and otherwise. Miss Campbell and her committee have displayed great enthusiasm. The Editor is also to be complimented on several of his leading articles and for securing many excellent contributions. Extracts from our *A.T.A. Magazine* frequently appear in the other Provincial publications.

The introduction of a "Teachers' Help Department" has apparently met with general approval.

Finance.—Mr. Ainlay, Vice-President.

Mr. Ainlay has conscientiously discharged the duties conferred on him by the Executive and will present the Finance Committee's Report.

I am pleased to report that the Reserve Fund has been increased by approximately \$1,000.

Pensions.—Mr. Parker.

At the unanimous request of your Executive, the Calgary Pensions Committee continued to function, with Mr. Parker as Executive representative.

During the Christmas vacation a meeting was arranged with this Committee, and it was agreed to request immediate consideration of our claims.

Early this year an exceptionally strong deputation consisting of Mr. E. Roper, Chairman of the Edmonton Board, Mr. G. A. McKee and Dr. Scott, City Superintendents of Schools; Mr. A. C. Newcombe, representing the Calgary Trustees; Col. Weaver, M.L.A.; D. M. Duggan, M.L.A.; together with Messrs. Brock (Chairman), Webb (Secretary), Verge and H. E. Smith of the Calgary Pensions' Committee and the Vice-President, Secretary and myself interviewed the Premier and his Cabinet.

The delegation was cordially received and our proposal given a sympathetic hearing. We felt at the time that the interview was the most auspicious yet, as we were allowed to state our case frankly and fully

discuss the situation. However, I regret to inform you, that after considerable delay the reply received by Mr. Brock, was unfavorable. The fight must be continued.

Law and Tenure.—Mr. Peasley.

The usual procedure which is fully outlined in the last two Annual Reports has been followed. Messrs. Peasley, Parker, Sweet and Waite are the members of this Committee, the first two named having had previous experience.

The cases dealt with have received every consideration and the Law Report will give the membership only a vague idea of the amount of work covered by this Committee.

In my opinion, more effective work would be accomplished and unnecessary delay eliminated by giving one of the four larger cities charge of this department. The advantage of a Committee being able to meet together, list the cases discussed, and report on victories, would create a more active interest in this important branch of our activities.

I would like to call the attention of all members to the circular we recently issued containing "Practical Legal Advice to Teachers." Members in difficulties are urgently requested not to prejudice their case by acting without having previously received advice. Several cases have recently been brought to our notice where teachers have been stampeded into action—have even resigned—and thereby rendered it impossible for the Alliance to be of assistance. It is also necessary to state that once teachers have placed their case in our hands they must act under instructions from Headquarters only.

The work of the *Board of Reference* will be dealt with in a separate report.

Curriculum and Secondary Education.—Mr. Sweet.

This Committee with Mr. Sweet as Chairman and Mr. Powell representing the smaller schools was a new venture, appointed with a view to some extent of dealing with High School problems. The response to Mr. Sweet's questionnaire on the curriculum was very gratifying and our presentation of the views of our membership to the Minister of Education, together with the press publicity given by prominent teachers in the larger cities has, I believe, had some effect.

The Legislative Committee recently investigating educational problems invited Alliance representatives to attend and present our views.

Mr. Rosborough discussed educational standards and our Secretary dealt with larger Administrative Units and other matters. The members of the Provincial Curriculum Committee are again being called into action and will sit during Easter week.

Geographical Representation.—Mr. Powell.

The feeling at the last Annual General Meeting was in favour of a division of the Province into more suitable areas. This work was allotted to Mr. Powell who gave the matter very careful thought. The result of our recent electoral vote on this question, shows the membership practically unanimously in favour of another representative being added to the Executive, consequently, a new district which covers Central Alberta has been created.

PAY DAY STOPS!

When you become totally and permanently disabled, but a policy with THE COMMERCIAL LIFE with its Monthly Income Disability feature attached gives you a cheque for \$10.00 per month per thousand of the amount of your policy, for the rest of your life; \$50.00 per month if it is a \$5,000 policy, and you are still insured for the \$5,000 without the payment of any further premiums.

WE PAY DOUBLE THE FACE OF THE POLICY

The Double Indemnity provision of The Commercial Life provides for the payment of double the face of the policy in the event of the death of the policyholder by accident. Our salesman will be glad to give you full particulars of these attractive policies.

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The safest, surest and soundest method of accumulating money is by means of a COMMERCIAL LIFE GOLD BOND. A Commercial Life Gold Bond provides you with a guaranteed system of accumulating \$1,000 in a given time, and you know by experience that that is the only sure way of accumulating money.

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J. W. GLENWRIGHT,
Managing Director.



THE AMUSEMENTS TAX ACT

(Chapter 37, R.S.A. 1922)

Every person attending an exhibition, performance or entertainment at a place of amusement to which an entrance or admission fee is charged shall on each admission thereto pay an amusement tax at the following rates:

1. When the price of admission is from \$.01 to \$.10 inclusive, a tax of \$.01
2. When the price of admission is from .11 to .30 inclusive, a tax of .02½
3. When the price of admission is from .31 to .50 inclusive, a tax of .05
4. When the price of admission is from .51 to .75 inclusive, a tax of .07½
5. When the price of admission is from .76 to 1.00 inclusive, a tax of .10
6. When the price of admission is from 1.01 to 1.50 inclusive, a tax of .15
7. When the price of admission is from 1.51 to 2.00 inclusive, a tax of .20
8. When the price of admission is over \$2.00, a tax of 25 cents.
9. A tax of 25 cents shall be paid by every person attending a boxing bout or contest, or a wrestling match.
10. Where admission is given by pass or complimentary ticket, a tax shall be payable at the highest rate charged for the performance to which admission is granted.

E. TROWBRIDGE,
Deputy Provincial Secretary.

GEORGE HOADLEY,
Provincial Secretary.

"I saw your name in the A.T.A."

Bureau.—Mr. Willis.

It will be a great relief to your Executive, I am sure, once we can clear ourselves of the main source of our present difficulty. Under the circumstances, it is a pleasure to report satisfactory progress. Carefully prepared reports have been presented at our Executive meetings by Mr. Willis, who is to be highly commended on the way he has tackled this difficult problem. There has been a substantial reduction in our liabilities to instructors, as will be shown in our Financial Statement.

Other important matters dealt with this year by your Executive include:

The raising of the Standard for Normal School Entrance. No progress can be reported in this connection. Dr. Coffin also appeared before the Legislative Committee.

Amendments to School Act.

The Minister has promised a thorough revision and I understand that our co-operation will be solicited.

Larger Educational Areas.

This question is arousing much interest at the present time. Our delegations to the Department this year have handed carefully compiled statements to the Minister of Education for reference after presentation. We have, however, not yet reached the stage when definite official replies can be expected after a reasonable period has elapsed.

A Provincial Salary Schedule is one of the objectives that can only be reached through complete Provincial co-operation activity. A determined effort must be launched to secure adequate recognition for the teaching profession. The Schedule submitted to the Locals for approval will, I expect, be fully discussed at this meeting. In this age, we very quickly become dissatisfied with the achievements of the present and demand something better. I therefore venture to suggest that the A.T.A. must make very decided advances in the next few years in the service it must render to its members.

The establishment of a Benevolent Fund would add very materially to the attractiveness of the Alliance. Information and Employment Bureaux would prove of real service. Trustees are beginning to make inquiries for teachers at our Headquarters. We must be prepared and willing to assist them to secure Alliance members.

Membership.

There has been a real effort made this year to get into closer touch with the membership.

Every opportunity is given to all teachers to share in the work of an organization that has made the teaching profession in Alberta. Approximately half the teachers are helping to pay for the benefits which the Alliance brings to us all.

The Alliance is yours. The cause is yours. The future of the profession is yours. New energy, new ideals, new outlooks were never more welcome than now.

Some plan must be devised to reach the teachers who remain indifferent and change their indifference into interest. If we believe in our organization we should be willing to work for it.

I offer the following practical suggestions for your consideration:

(1) A vigorous campaign conducted by the members themselves.

(2) Division of Province into suitable areas for this purpose.

(3) The preparation of a full census of teachers in each district including members and non-members. (List to be compiled with co-operation of Department and Inspectors, and kept up to date by Headquarters.)

(4) The establishment of an organization Committee in each district for the purpose of recruiting new members.

(5) Friendly competition in the various areas to secure the highest percentage of membership and suitable acknowledgement in the Magazine of work accomplished.

Educational Research Work.

An extract from the Manitoba Report presented at the C.T.F. Convention says: "The tendency of course, with the office of General Secretary is to centralize all the activities of the Alliance. This, in our judgment, is not a wholly wise policy. We are endeavoring, therefore, to decentralize such of our work as can be undertaken by strong, energetic local organizations."

The B.C. Teachers' Federation have selected a Provincial Committee to take up Educational Research Work.

Sub-committees are constituted as follows:

(a) The presidents of all locals who will communicate direct with the Chairman of the Educational Committee.

(b) The Chairman of each group into which locals subdivide, who will keep in touch with the Chairman of corresponding Provincial Group.

(c) Committees co-opted by some named chairman to deal with some specific topic.

(d) Committees who may have some vital message to give from some investigation made, and who can give this in an article to the magazine.

Manitoba and British Columbia are well in advance of Alberta in this kind of work and I think we could with advantage follow their good example.

Too much is left to the Executive and Secretary. I am desirous of seeing a really enthusiastic membership. There are many members willing and anxious to assist our organization—only waiting direction and leadership. More responsibility should be undertaken by the Locals and Membership, Magazine and Educational Committees, at least, established in each district.

Canadian Teachers' Federation.

Your Alliance fee includes your membership in the C.T.F. Eight provinces have now joined the Federation and this year Nova Scotia was represented and is expected to make formal application before the next meeting. The combined strength of the associations is approximately 20,000 members. The programme consists largely of the reports of the provincial organizations and the reports of standing and special committees.

The matters discussed will give some idea of the questions under consideration. They included: The Solidarity of the Profession; The Advancement in Teacher Training; The Creation of Boards of Conciliation and Arbitration; The Elimination of Permits to Unqualified Teachers; The Improvement of Educational Journals; Wider Co-operation of Teachers, Trustees and Departments of Education; Inter-Provincial Exchange of Teachers; Superannuation; Systems of Payments of Examiners; Collection of Statistics of Educational Costs; Relation of Universities to High School; Registration of Teachers; Larger Local Administrative School Areas; Suppression of Commercial Teachers' Agencies; Co-operation with Canadian Book Week, etc.

The personal relations that developed through heart to heart talks between sessions, as well as in discussions on the floor of the house, constitute a result definitely worth while. A knowledge of the conditions and problems obtainable in no other way is secured by the delegates.

Our Executive members are now receiving copies of other provincial magazines which will keep them in touch with the work of the various Teachers' Federations.

LET THESE BOOKS SOLVE YOUR TYPE- WRITING PROBLEM

These books are the outgrowth of the New Rational Typewriting, first published in 1923. After a three-year test in hundreds of schools, Mr. SoRelle has revised, refined, and modified the book to meet every phase of typewriting instruction. The five new books are:

New Rational Typewriting, 1927 Edition.

A thorough revision of the 1923 edition. Contains sufficient material for a full year's work in High Schools. List Price, \$1.20.

Teacher's Manual to New Rational Typewriting, 1927, Edition. 25c Net.

Rational Typewriting Projects.

A course in advanced typing covering the various types of work usually encountered in business offices. Designed to follow the first-year book. Suitable for either public or private schools. List Price, \$1.20.

Teacher's Manual and Business Forms (In preparation). (Price to be determined.)

New Rational Typewriting, Intensive Course.

A complete one-book course. A combination of New Rational Typewriting, 1927 Edition, and Rational Typewriting Projects. Especially designed for private schools or other schools where a more intensive course is desirable.

List Price \$1.20

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A two-semester pre-vocational course designed for Junior High Schools. List Price, \$1.00.

New Rational Typewriting, Parts III to VI.

Equivalent to Parts III to VI of the New Rational Typewriting, 1927 Edition. Designed for use of pupils who have completed Junior Rational Typewriting.

List Price 80c

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No matter what your problem is, you will now find a "Rational" book to meet it.

If you are using one of the previous editions of "Rational", it will pay you to investigate these later editions

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OVERSEAS EDUCATION LEAGUE

Holiday Summer School in French

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PARIS

July 13th to August 20th, 1927

The School, which will be limited to 70 **Students**, will be divided into the following classes:

- (a) Senior: For Teachers and University Students.
- (b) Elementary: For Teachers only.
- (c) Junior: For Students of Girls' Colleges.

The Eastbound journey will be made with the Canadian Teachers' Party on July 6th, from Quebec direct to Cherbourg, by the **EMPRESS OF AUSTRALIA**, the entire accommodation of which, with the exception of the First Class, is reserved for the Overseas Education League. Special train accommodation will be reserved from Cherbourg to Paris.

The Westbound ocean journey will be made also on the **EMPRESS OF AUSTRALIA** under similar conditions. The rail journey from Paris to Cherbourg will be with the Canadian Teachers by Special Train on August 20th.

COSTS for round trip ocean passage (Montreal to Cherbourg and return) round trip rail (Cherbourg to Paris and return) ocean and rail gratuities, Government tax, deck chairs and travelling incidentals throughout, baggage transfer and meals on trains, and Full Board and Residence at the LYCEE VICTOR DURUY.

TWO HUNDRED AND SIXTY-FIVE DOLLARS (\$265.00)

It is not possible at this date to definitely state the cost of Tuition and Staff Fees additional to the above. In accordance with the League's practice, the total cost will be divided per capita; it is anticipated that such costs will not exceed twenty-five dollars (\$25.00) for each student.

The Membership List will close on or before May 15th, 1927

Application forms will be sent immediately on request by the Overseas Education League, Boyd Building, Winnipeg.

"I saw your name in the A.T.A."

Copies of the year book containing a full account of the proceedings will be issued to delegates.

Our resolution asking for a reduction in the number of delegates to the C.T.F. was turned down for the following reason:

"In the opinion of your Committee the representation from the various provinces to the C.T.F. should be as large and as varied as possible with a certain measure of continuity from year to year, without unduly causing a heavy burden on the finances of the C.T.F. Your Committee feels that the loss occasioned by reducing the number of delegates would immensely outweigh the gain through saving in finances which such a change would make."

The question of Dominion Registration of Teachers will again be brought to your attention at this meeting.

As the Alberta Representative on this body for the coming year, I shall keep you fully informed as to its activities.

World Federation of Education Associations, Second Biennial Conference, Toronto.

August 7th to 12th, 1927

Canadian teachers this year are to be hosts of the teachers of the world. It is a great undertaking, but the C.T.F. approaches it with confidence and gladly sends out its invitations to all teachers' organizations throughout the world to send their representatives to Canada for the great meeting. The World's Federation is a young organization. Its influence on the future of the world will be great. In its growth and development Canada has an opportunity to play a great part. Invitations for this convention were received from Brussels, Geneva, Paris, Honolulu and Pekin.

Dr. E. A. Hardy is the enthusiastic chairman of the Canadian committee of arrangements.

The Alberta Teachers' Alliance has been asked to aid in making the Convention a real success and have secured the co-operation of the Alberta Educational Association. The combined Executives of these two organizations constitute the Provincial Committee, with the following officers:

J. H. Ross, President of A.E.A., Chairman.

A. Waite, President of A.T.A.

J. W. Barnett, Secretary-Treasurer.

Special appeals have been issued and we confidently anticipate a ready response.

To quote from the Bulletin issued by the W.F.E.A.: "It is an educational organization of world wide scope. It is spiritual but non-sectarian. It is civic but non-political. It joins the educational forces of the world through the leaders in all countries. It seeks to find the most direct and effective way of inculcating into the lives of the rising generations the virtues which society needs. It seeks not to standardize education in the sixty-three sovereign countries but to find those elements of education which are universal and apply them to the good of all nations. It is a great co-operative conspiracy for good, believing that as the children are taught, so the future will be."

To quote from the same source the special objectives of the organization are:

(1) "To promote friendship, justice and good-will among the nations of the world.

(2) "To bring about a world-wide tolerance of the rights and privileges of all nations regardless of race and creed.

(3) "To develop an appreciation of the value of inherited gifts of nations and races.

(4) "To secure more satisfying information and more adequate statement of facts for text-books used in the schools of different countries.

(5) "To foster a national comradeship and confidence which will produce a more sympathetic appreciation among all nations.

(6) "To develop the consciousness of an international morality in the minds and hearts of the rising generation.

(7) "Finally, throughout the world, in all schools, to emphasize the essential unity of mankind and the evils of war and to develop a psychology of peace, together with a true patriotism based upon love of country, rather than hatred of other peoples and countries."

The membership of the Federation includes the National Education Association of the United States, Canadian Teachers' Federation, National Union of Teachers of England and Wales, Japanese Education Association, Irish National Teachers' Organization, Chinese National Association for the Advancement of Education, American Federation of Teachers, Educational Institute of Scotland, Hawaii Education Association, Nursery School Association, International Kindergarten Union.

In conclusion, I wish to state that there has been a distinct forward movement during the past two years. I am pleased to report a record membership and can assure you, after my visit to the C.T.F. Convention, that ours is one of the most progressive organizations in the Dominion.

—ALFRED WAITE.



ELECTION OF CHANCELLOR FOR UNIVERSITY

MR. JUSTICE FRANK FORD

Prior to his elevation to the Bench of Alberta, was a leader of the Bar, a Vice-President of the Law Society of Alberta and Consulting Counsel to the A.T.A., is a candidate for the Chancellorship of the University of Alberta.

The other candidate is Hon. A. C. Rutherford, K.C., the first Premier of Alberta, and he is still practising his profession at Edmonton.

Comfort on your feet will keep a smile of satisfaction on your face. Our business is Shoes, Shoes and Shoes. Return Postage Paid.

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In the realm of quality Custom Clothes this famous Irish weave holds an enviable reputation for economical service.

For a suit, to travel away on your summer vacation trip and to serve you later in the school or lecture room, you will find "Mahony's" particularly satisfactory.

You will be pleased always with a La Fleche Tailored "Mahony".



Exclusive Custom Tailors

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EDMONTON

Lougheed Bldg.
CALGARY



Plan Your Vacation To Include This Cruise In Cool Northern Waters!

WONDERFUL days of rest and recreation exploring the waters of Lake Winnipeg, visiting scenes of romantic interest. 700 miles of delightful travel. Excellent boat accommodation and first class meals.

S. S. KEENORA

The largest, best equipped and only exclusive passenger boat plying Lake Winnipeg, leaves Selkirk every Monday evening at 6 o'clock, returning the following Sunday morning. Stopover privileges and hotel accommodation at Norway House.

RETURN FARE
[**\$35.35** Including Berth, Meals and Tax]

SAILINGS—June 27th.
July 4th, 11th, 18th, 25th.
August 1st, 8th, 15th, 22nd, 29th.
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In the spiritual side of education lies national enlightenment and progress. The child is the mainspring of our hopes, the inspiration of our faith that as a nation we may learn in wholeness, goodness, beauty strenuously to live.' May this Jubilee Celebration be a time of spiritual enjoyment of our heritage of a cementing anew of the ties of our nationhood.

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Diamond Jubilee of Confederation

General Suggestions for the Guidance of Committees in Charge of Local Celebrations, sent out by the National Committee, Ottawa

Suggestions for Community Programmes Public Meeting

1. The Mayor or Reeve should at once call a public meeting to form a Diamond Jubilee Committee. The municipal council, the educational authorities, representatives of churches, societies, and all other organizations should be included on this Committee. Try to get every class of the community interested.

Diamond Jubilee Committee

2. The function of the Diamond Jubilee Committee will be to arrange programmes for

Dominion Day, Friday, July 1st;

Saturday, July 2nd, which will be a public holiday this year;

Sunday, July 3rd;

and to appoint sub-committees to deal with such matters as finances, decorations, participation of school children, sports, parades, pageants, music, etc.

Decorations

3. Local committees should see that public buildings and streets are properly decorated with flags, bunting, etc.

The citizens generally should also be asked to decorate their own homes.

Form of Celebration for July 1st

4. Every celebration on July 1st should be a public function under the leadership of the Mayor or Reeve of the community. There should be a clear, strong, dominant note of patriotism in every celebration. This is Canada's Sixtieth Anniversary as a Dominion. Let the hearts and minds of all our people be directed to Canada—what she has done in the past, what we hope to make her in the future.

Time of Celebration

5. The people should assemble at some convenient time of the day for the community celebration. The time will not necessarily be the same in each place. This will be decided by the local committee.

Processions and Parades

6. A good way to get people together is to have a procession. Engage the local band and have the children join in a parade in which all societies and organizations should have a part. Although, in most localities, July 1st falls after the close of the schools, arrangements should be made well in advance to have teachers and school children attend in a body. This will be the only opportunity in this generation to celebrate in a great national way the founding of Confederation.

School Children

7. Teachers and school children should assemble at their own schools, where souvenir medals issued by the National Executive Committee may be presented before the parade and celebration.

Floats and Tableaux

8. In the parades, floats portraying the history of our country should be included. If floats cannot be made, the school children or young people might arrange historical tableaux with suitable dances and music. A booklet is in course of preparation by the National Committee, giving details as to how floats

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and tableaux of this kind can be easily prepared. This will be forwarded on application.

Militia and Veterans

9. In the celebrations in Ottawa and the Provincial Capitals, and in the larger cities and towns, participation of units of the Militia will be a distinctive feature of all processions. Officers and men of local regiments will doubtless be pleased to assist, if their co-operation is requested by local committees. Veterans should also be requested to join in parades.

Newcomers

10. Newcomers in all districts should be especially invited to take their part in community celebrations. All who love Canada and aspire to be good Canadians should be made welcome.

Old Settlers

11. Where there are old settlers, more particularly those in the West who took up land in the picturesque manner of the ox train and the prairie schooner, they should be especially asked to join the celebrations.

Indians

12. If there are any Indians in the vicinity, they should be asked to participate in the procession and in the subsequent ceremonies. Do not overlook the earliest inhabitants.

Saluting the Flag

13. Wherever public ceremonies are held, the flag should be flown in a conspicuous place. On arrival, processions should march past the flag and salute.

Presiding Officers

14. Public ceremonies should be called to order by the Mayor, Reeve, or other public functionary. Wherever possible, choirs of school children or other community choirs should be stationed near the Presiding Officer. Such choirs, apart from selections they will contribute to programmes, should lead in community singing.

Suggested Programme

15. A suggested programme, which may be varied to suit local conditions, is submitted as follows:

- (A) Oh, Canada! Our Home and Native Land!
True patriot-love in all thy sons command,
With glowing hearts we see thee rise,
The True North, strong and free,
And stand on guard, O Canada,
We stand on guard for thee.
O Canada, O Canada!
O Canada, we stand on guard for thee!
O Canada, we stand on guard for thee!
- (B) Reading by Presiding Officer of certain addresses which will be furnished by the National Committee and will be common to all celebrations throughout the country.
- (C) Patriotic song.
- (D) Short patriotic addresses by public men or clergy, etc.
- (E) Patriotic song.
- (F) Recitation or addresses by school children. Children who have been winners in the special historical competition in connection with the Diamond Jubilee should be included.
- (G) Patriotic song.
- (H) "God save our gracious King,
Long live our noble King,
God save the King.
Send him victorious,
Happy and glorious,
Long to reign over us,
God save the King!"

Decoration of Monuments and Historic Sites

16. After the programme has been completed, any monuments of the Fathers of Confederation, of public men since Confederation, or of men and women of national eminence, should be decorated, preferably with wreaths of maple leaves.

If any of the Fathers of Confederation are buried in the local cemetery, their graves should be similarly decorated. Also any historic sites in the vicinity should be especially marked on this occasion.

Picnics, etc.

17. Associated with the public ceremonies, there should be a picnic or other demonstration, with sports for the children.

An attempt should be made to get all the people of the community together in a great out-of-doors gathering.

Evening Programmes and Illumination

18. In the evening there should be a concert, with fireworks and a community bonfire or other illumination. Where bonfires are lighted, the local Committee should take every precaution to see that no damage to property results. Electrical illumination and display is recommended wherever possible. The National Committee expects to furnish particulars later for a uniform type of electrical illumination for the whole country.

Broadcast of Carillon from Ottawa

19. During the evening of July 1st, it is hoped to broadcast from Ottawa throughout most of the country a patriotic concert played on the carillon of bells in the tower of the Federal Parliament Building. Details about this will appear later in the press.

SATURDAY, JULY 2nd

Sports Programme on Saturday

The celebration should be continued on this day and should preferably take the form of a programme of sports, in which Canadian sports, such as lacrosse, canoe races, etc., should find a special place. In view of the wide differences in various localities, it would be difficult for the National Committee to lay down any definite programme.

SUNDAY, JULY 3rd

Thanksgiving Services on Sunday

On this day churches in all communities should be invited to hold special services and, wherever, possible, joint community services should be held in the open air.

The National Committee hopes to provide orders of service with suitable hymns, for the guidance of churches and for Sunday School exercises.

Finances

The National Committee will not be able to extend financial aid to local community celebrations, but it suggests the following plan, which is being followed in communities already organized:

- 1. Municipal grants.
- 2. Voluntary subscriptions.
- 3. Sale of souvenir programmes.
- 4. Small admission fee for certain sports and other special events.

GENERAL ACTIVITIES OF THE NATIONAL COMMITTEE

In general, the activities of the National Committee will be directed towards furnishing information for the guidance of local committees, and towards carrying out work of an educational character, through the Provincial governments.

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The National Committee will work in close co-operation with Provincial committees. Provincial committees will have the direction of municipal and school activities.

Medals for school children participating in the celebrations are being prepared, under the direction of the National Committee, and will be distributed through the various Provincial governments.

The National Committee is also offering awards for competitions in Canadian history in the schools of each province, and also in the secondary schools and universities. The school competitions will be conducted by the Provincial authorities, and the awards will be distributed through the agency of the Provincial governments.

A plan is under consideration by the National Committee for the furnishing to school rooms throughout Canada of permanent mottoes or plaques of a patriotic character. An announcement about this will be made later in the press, and any distribution of this kind will take place through the Provincial governments.

The publication of a booklet, entitled "Sixty Years of Progress," has been arranged for, and this booklet will shortly be available for the guidance of speakers, essay writers, etc. Other historical works are in course of preparation.

In co-operation with the Post Office Department, the National Committee has arranged for a commemorative issue of postage stamps.

At a later date, the National Committee will give its attention to certain proposals for scholarships, awards for literature, prizes, etc., which have been placed before it by representative people in different parts of the country.

Alberta's Plan for Diamond Jubilee will Appeal in Every Way

Definite plans for celebrating in Alberta the approaching jubilee of confederation will be drawn up by a special committee of which Lieut.-Governor Egbert is honorary chairman, Dr. H. M. Tory chairman, and Mayor Bury vice-chairman. This was decided upon at a large organization meeting at the parliament buildings Tuesday morning, when representatives of various public bodies throughout the Province met to talk things over.

A permanent secretary of the sub-committee will be appointed probably from the civil service, and the provincial government has undertaken through Premier Brownlee to provide for the necessary expense in carrying on the work. This will not mean, however, making any financial grants for the holding of local celebrations, each town, city, or community being expected to finance its own events.

Mark and Make History

It will be a real celebration that Alberta will put on during the first three days of July, and it will both mark and make history. Many of the plans proposed are unique, noteworthy, and appealing, and it is safe to say that the committee will be able to outline a programme such as never was before. Already there is intense interest all over the province in what is coming. Everybody is promising to co-operate.

Lieut.-Governor Egbert presided over the meeting on Tuesday, April 26, which was attended by representatives of the government, legislative groups, cities, United Farmers and Farm Women, military, university, press, rural municipalities, and school trustees, all called together by the premier for the purpose of organizing the confederation observance.

Out of this main committee a sub-committee was appointed, the members of which are as follows: John Hogg, mayor of Red Deer, representing the cities; Hon. Perren Baker, for the government; Mrs. R. B. Gunn, U.F.W.A.; Mrs. Huyck, Women's Institutes; Mrs. A. H. Rogers, school trustees; Mrs. W. D. Ferris, Canadian Clubs; Col. W. W. Gibsons, military; C. O. Smith, the press; J. W. Barnett, representative of the Alberta Teachers' Alliance. This committee is proceeding to function at once, under Dr. Tory's chairmanship.

National Celebration

An outline of what is proposed by the national committee at Ottawa was submitted by Premier Brownlee. It provides for a thoroughly national celebration, a feature of which will be, in Alberta, the award of two gold medals, 30 silver medals, and 150 bronze medals for competition in the public schools. Medals for competition in the university will also be provided from the Ottawa headquarters.

Processions, exercises by units of militia, old-timers' demonstrations, salutes to the flag, Indians' parades, children's choirs, community singing, concerts, fireworks, electrical illuminations, sports programmes, Sunday services in the churches, and radio broadcasting were among the other suggestions by the national committee.

No financial aid will be given by the committee at Ottawa, which will confine its work to the suggestion and preparation of suitable celebration features that may be more or less standardized throughout the Dominion.

Observance in Alberta

In the way of an observance to be carried out in this province, J. T. Shaw, M.L.A., was of the opinion that that should be emphasized is the long period of peace the country has enjoyed in its relations with its neighbor to the south, and that its fundamentals of freedom and liberty should be kept uppermost rather than that there should be an emphasis upon militaristic pomp and display. In addition to the large part to be given to the schools in the celebration, Mr. Shaw thought that a special effort should be made to appeal to the interest of the new Canadians and that literature along patriotic lines should be prepared in their own languages and circulated among them. Permanent results should be aimed at, claimed the Calgary member, and not merely a spectacular display.

Uniform Celebration

C. Y. Weaver, M.L.A., liked the idea of a uniform celebration, so far as possible, but did not want the military part of the programme omitted.

Fred White, M.L.A., suggested that in addition to a measure of festivity and display there should be local undertaking on a permanent basis, such as the laying out of a memorial driveway, that might stand as a mark of the event.

Local picnics and rallies in Dominion week as a part of the country celebrations were suggested by Mrs. Gunn, who thought that much could be done in the rural districts to focus attention on the jubilee. The rural celebrations would be necessarily along peace lines, she said.

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Lithographed Picture

Dr. J. H. Wade, Hanna, representing the rural municipalities, wanted the government to provide a lithographed picture of the fathers of confederation for distribution to the schools, and he also suggested the popularizing of the national emblem by giving a real or make-believe maple leaf to every school pupil in the province.

Native costumes of some of the foreign-speaking people would give a touch of color to the occasion, thought Mayor Osborne, of Calgary.

Medicine Hat already has a programme well under way, reported Mayor Bullivant, including a school parade, a community dance, and an address by Sir Frederick Haultain.

In Lethbridge, too, said Mayor Hardie, preliminary arrangements have been made.

Mayor Bury, Edmonton, desired the celebration to be along two lines, spectacular or celebrational, so far as necessary, but also instructional, and in the latter connection he thought it desirable to do anything that will help to get at the mind of the foreigner.

A distinctly Canadian celebration was what Dr. Tory saw to be important. All activities should be included in this, from the schools to the military. The cost need not be great anywhere, for it should be put on the basis of a contribution from the hearts of the people.

National Broadcast

Radio can be made to play a large part in the celebration, said John M. Imrie, who approved of the plan announced from Ottawa of a broadcast giving some of the national programme at the capital. He thought that in addition to this there might be provincial broadcasts also, so that from one source or the other, or from both, there might be available to every radio owner in the Dominion some portion of the confederation programme. Messages from all the premiers might thus be given, for instance.

A drive for naturalization papers on and about Dominion Day would be a good way of observing the occasion, thought Mrs. F. E. Wyman.

Mrs. A. H. Rogers liked the idea of singing "O Canada," but asked if it would be possible to get a uniform version of it.

Local Celebrations

Summing up the suggestions of the meeting, Premier Brownlee said the government is desirous of encouraging in every way possible a spontaneous effort by the people. Every community in the province will be given an opportunity to take part in the celebration, and provision will be made for every school participating as well.

The feeling of the meeting was that there should be local celebrations of this character rather than anything in the way of a central provincial celebration at the capital, which would naturally have the effect of drawing away from the local events.

CONFEDERATION MEDALS WILL BE AWARDED IN HISTORY EXAMINATIONS

Examinations in Canadian history, upon which the bronze, silver, and gold medals offered by the National Confederations Committee, will be awarded, are to be held in Alberta schools in connection with the regular entrance examinations. In the lower grades they will

take the form of supplementary papers, which will be based upon the textbooks in history and civics regularly in use in the schools, and they are to be written as part of the ordinary school work. The history textbook of grade XI. will be the basis for the papers in the higher grades.

The papers thus written will be examined by the official examiners and the marks graded in order of merit by inspectorial divisions, with Edmonton and Calgary divisions additional. Silver medals will be awarded throughout the inspectorial divisions, and the winners of these will be eligible as competitors for one of the gold medals, the other being for the province at large in the higher grades.

PROGRAMME FOR SCHOOLS' JUBILEE CELEBRATION

Thursday, June 30th, 10.00 A.M.

PUBLIC INVITED

1. Flag Ceremony. The school flag raised to the masthead by a committee of older boys specially selected for this duty. The rest of the school stands at attention until the flag is in position. Then the entire school stands at salute and repeats this pledge or the vow:

"I salute the Flag and pledge my love and loyalty to my King and Country."

It is hoped that no school in the province will be without a flag on June 30th. Trustees are urged to see that a pole, if only a temporary one is provided for the flag ceremony suggested in this programme.

2. O Canada! Three stanzas.

3. Teacher repeats impressively the words of Lord Dufferin: "Love your country believe in her, honor her, work for her, live for her, die for her. Never has any people been endowed with a nobler birthright or blessed with prospects of a fairer future."

4. "The Day We Celebrate." Five minute speech by one of the older pupils on what Confederation has meant.

5. Pageant depicting the entrance of the provinces into Confederation. Primary or intermediate pupils.

6. Recitation: "This Canada of Ours" (Edgar).

7. The Maple Leaf Forever. 1st 3rd and 4th verses. School.

8. Some Canadian or Canadians worthy of emulation. Five minute speech by an older boy.

9. Recitation. "Jacques Cartier" (McGee) or some other patriotic poem.

10. Pageant. "The Jubilee of Confederation."—Senior pupils.

11. "Land of Our Birth"—Song by school.

12. "I Am a Canadian." Five minute speech.

13. Recitation:

"It is a land that freemen till,
That sober-suited Freedom chose,
The land, where girt with friends or foes,
A man may speak the thing he will.

A land of settled government,
A land of just and old renown,
Where Freedom slowly broadens down
From precedent to precedent.

Where faction seldom gathers head,
But by degrees to fulness wrought,
The strength of some diffusive thought
Hath time and space to work and spread."

14. Announcements. Plans for the afternoon. Nature, place and time of community celebrations.

15. God Save The King.

Afternoon

School Picnic.

Trustees and teachers are urged to make this a memorable occasion for the children. A district committee should be formed with the teacher as a member to plan the event and arrange for the picnic meal an special treat.

The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



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The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton.

Published, Controlled and Edited by the
ALBERTA TEACHERS' ALLIANCE PUBLISHING CO. LTD.
Imperial Bank Building, Edmonton, Alta.

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Vol. VIII

EDMONTON, MAY, 1927

No. 11

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Editorial

PRESIDENT'S MESSAGE

THE magazines which come to us from other units of the Canadian Teachers' Federation show clearly that a keen and increasing interest is being taken in all parts of Canada in the movement for teacher organization. Membership in the Ontario Associations shows a decided upward trend. Great things are in store for the Saskatchewan Alliance which has recently brought out the newest addition to the family of C.T.F. magazines. The A.T.A., a pioneer in its field, must not be out-distanced by any of the other energetic and younger bodies, though our pride in their achievements closely approximates their own.

* * *

WE need and seek increased membership, that more Alberta teachers may have the benefits of union, and that our official attitude may be more authoritatively that of the whole provincial profession. Our increased membership for 1926-27, when little solicitation by agents was carried on, indicates that interest is best kept up through the *A.T.A. Magazine* and through depending upon the appeals that members and local executives make to non-members. If every member will try to enrol a member, and if the groups in the locals will assume responsibility for Alliance membership in the local districts, I feel certain that a forward step can be made in the matter of our numbers. As heretofore our organizing officer will spare no effort in planning for augmented membership.

* * *

THE nature of our calling tends to build up in us the critical attitude. Where interest is keen sharp divergence of opinion is apt to occur. But all will be well if the tone and effect of all critical discussion at our future assemblies can be kept on a constructive plane. The amount which we as a group shall accomplish will be determined by the loyalty of the individual members.

The closing sessions of the recent Annual General Meeting were characterized by many evidences of a new and improved temper. As a body the new executive is behind its officers, and behind our executive officer in his effort to carry out the activities of a banner year. Of his efficiency and devotion to duty it seems to me there is no question and I wish to call upon every member for active support of our programme by word and deed.

* * *

FINANCIAL matters will be carefully considered. I believe that our office is the most economically administered of its type in Western Canada when it is borne in mind that it is the headquarters for our three activities. An Educational Costs Committee proposes to undertake the important work delegated to us by the C.T.F. Following upon the lines suggested by Secretary G. J. Elliott we shall be able to base our salary schedules upon authoritative estimates as to the value of an experienced teacher's qualifications, as well as upon living costs.

Every member can further the work of our committee on pensions by stimulating local and general opinion favorable to the establishment of our plan.

LET us build up our Alliance more strongly than ever from within. We need to demonstrate that teachers are not lacking in the qualities which are essential to the status of a profession. If this is to be our public attitude let us prove to one another that our qualities are such as to make possible through broad-mindedness the solidarity of the group.

—HARRY C. SWEET.

THE JUBILEE CELEBRATION

THE proposed Diamond Jubilee Celebrations which are reported elsewhere in the magazine are of paramount interest to the teachers. Among the many items for observance, the educational one is to lend its inspirational and instructive phase of national rejoicing, and in this particular the teachers are requested to give their most indefatigable efforts for the purpose of engraving on the child-mind the permanent impressions of Canada as a Home Land and as a Mother Country.

FOR the teacher of history there are the elements of national stress which were working before Confederation, the intricate problems of union which required solution during the eventful year, and the speculative hazard which stimulated those political pioneers to bind the West to the East in One Canada. For us in Alberta, the problem is to impress the provincial mind of the native born with the fact that East and West are parts of one great whole, that the special geniuses of the Plains, of the Atlantic, of the Pacific, are subject to the Manitou of the Dominion. For the teacher of Literature, there are the tuneful rhymes of Pauline Johnston, Charles Roberts, and Bliss Carman, which represent the early beginnings of that great body of literature which is to be Canadian. The spirit of Canadian song is slowly becoming manifest. There is vigor in it and a strong major note. The Epiphany of poetic utterance is coming upon the Canadian dreamer, and in Alberta we must be proud of its manifestations. With respect to prose the teacher has a wider field from which to glean examples of national effort. Emphasis should be laid on those extracts in the Broadus book which give the social and political dilemma felt by the statesmen and citizens at large during the days of controversy.

NOR should the teacher of the less inspirational studies feel himself at a discount in this period of national fervor. Canadians have distinguished themselves in scientific advancement. The telephone for rapid transit of communication, and insulin as a cure for diabetes, are but two among the many instances of helpful research for which Canada may justly be proud.

WITH respect to all we make an appeal for a hearty co-operation with those who have the matter in hand, in order to assure a most successful time of rejoicing and an impressive feast of celebration. It is

the young who are to be the Canadians of tomorrow. Many of us have adopted Canada, but the same spirit of patriotic enthusiasm which we would employ in the fervent praise of the Home Land must find a channel to the soul of the young, so that with ease they will learn by imitation the inspiring influences of a love of country.

JUBILEE CELEBRATION SPECIAL

WHILE teachers are co-operating with the Provincial and Local Committees of Arrangements for the grand celebration, may not our readers and contributors do something for themselves along similar lines? We have in mind a special Diamond Jubilee Number of the *A.T.A. Magazine* to be published late in June to take the place of our July issue. Such a booklet would necessarily be much more voluminous than our ordinary run and a sufficient number might be printed to provide every teacher and educationist of note throughout Alberta with a copy. Our membership is quite capable of compiling a body of material high in quality and of sufficient merit to serve as a fitting souvenir of a great occasion. Our faith in your response to this invitation justifies us in considering the venture as good as *done*. However, let none who have any suggestions to make, any opinions to offer, withhold them.

WE hardly know yet just what form the special number shall assume; we are groping for the most satisfactory solution of what will best serve our purpose, not only in regard to the material to be embodied therein but also its general form and make-up. There is just one brief month before we must go to press. Much must be done in the meantime—articles written, scores of brief, trenchant paragraphs collected, and the hundred and one little details to be attended to. Send in something, if only a suggestion relating to what you might consider a trifle.

THE Jubilee issue might contain articles bearing upon the following:

- Historical review of Confederation: its significance and the spirit which inspired it.
- Alberta's part since Confederation; North-West Territories to a Province.
- Stirring events since Confederation.
- Social conditions in Alberta and development, previous to, at, and since Confederation.
- Education, previous to and since Confederation.
- Immigration and the immigrant.
- Old-timers' reminiscences; a kind of "Pepy's Diary," etc.

Although individual members are asked to do their share as individuals as a preliminary step towards thorough organization of the project, local Alliances might appoint committees forthwith and send in recommendations to us. Lastly, but not least, outside the cities of Edmonton and Calgary teachers everywhere should be drumming up advertisers. Rates, etc., can be obtained on application.

HAND WORK A VALUABLE EDUCATIONAL BASE

MISS R. J. COURTS.

IT is common knowledge among those who are conversant with our schools and the outflow of young people from them, that a very large percentage never reach Grade VIII, the senior grade of our public school course. Children arrive at the school-leaving age in all the grades from IV upwards. Attendance then ceasing to be compulsory, they drop out of school. In educational parlance, they are known as retarded pupils. They fail to make the grade. That is, they are unable to absorb the material outlined by the makers of the curriculum for the work of the school year. They have been unable to assimilate the mental diet placed before them. Still year after year we persist in setting out the same bill of fare for their mental nourishment. This hardly seems reasonable. If these boys and girls under the strenuous pressure of the anxious teacher, fail to digest their mental food, one is led to conclude either that the amount is too great, or that it is not selected with due regard to the mental equipment of those for whom it is prepared. Probably both. It is plain at least that a huge contingent of school children profit very little from our system of public schools.

Over-feeding, either physical or mental, leads to indigestion, an unhealthy condition apt to bring about a distaste for food. This we find to be the case with many of our pupils—a distaste for school, a dislike for books, a mental weariness.

Of what does the present programme in the elementary schools consist? Mainly books. A highly concentrated fare; too abstract in quality. Many of the children set down at the table get very little mental nourishment from it.

What was the original purpose of our public schools? They were at first called common schools, and they undertook to give the children of the common people the ability to read, write and compute. The three R's were the main curriculum. The common people had been granted the right to vote. They must be taught to read the name on the ballot, and to sign their own to legal documents. Books also were beginning to be multiplied, and newspapers published. The children of the people must be given the key to these modern instruments of learning. But the schools of these days were a mere adjunct of the home, the shop, the farm. The real education for life centred in the activities of these institutions. The children of the family shared the work of the home, the shop, the farm. They served, so to speak, an apprenticeship in the handicrafts of the day. It was in the child's contact with tangible things which he was trying to fashion with his hands that he discovered his powers. Through manual processes he learned to express himself. By the work he performed his faculties were developed. In the discharge of the duties of the home, the shop, the farm, the children were trained to habits of industry and self-control. In the performance of the work of their hands they acquired self-reliance and self-respect, and they learned to shoulder the responsibilities of life.

Neither the home nor the shop are to-day the school of industry they once were. The factory is now the unit and centre of industrial life; and the factory to the mass of workers in it, is barren of educational value, owing to the conditions of factory life. The piecemeal character of the work upon which the oper-

ator performs prevents him visualizing the result of his labor. When the factory was the home or the shop, the worker saw the completed article which his hand had formed. Seeing that gave either satisfaction or dissatisfaction—the necessary spur to increased effort in further output. In the factory such stimulus is lacking. This fact makes the vast difference between work of educational value, and that which is merely the dull routine of slavish toil.

Some modification of our present school programme should be made to furnish the opportunity for mental development formerly found by the great body of the children of the people in the home, on the farm and at the apprentice bench.

Experience has proved the inestimable value of this work of the hand as a medium through which the mind of the child can be developed. Educators since the middle ages have advocated contact with real things as a first essential in child training. This theory of educationists is firmly based on the experience of the human race in all lands.

Leaders in our public life have felt the responsibility which Canadians owe to the Red man of our woods and prairies, and they have had the intelligence to see that it is not by the study of books, but by the doing of things, that this primitive people can in time be made to feel at home in a civilized community. Realizing this, industrial schools have been organized in several districts, and farm instructors engaged, that this race from whom we have wrested their lands might yet have a chance in their native plains. Also, Booker T. Washington, by his splendid educational experiments in the Tuskegee Institute, has demonstrated that the work in the soil; the manipulation of tools; the actual fact of doing the work pertaining to a civilized community under expert instructors, is fundamental in the mental development of a people. The study of the written page, although of incalculable value, is secondary and supplementary.

Children, without any skill of hand, without any experience of work in the soil, without any course of training calculated to call out their latent powers and to make them feel at home in the environment into which they are about to be thrown, drop out from all grades of our public schools year after year. They drop out from our artificial school life to be battered hither and thither in the ebb and flow of the industrial army. These young people are misfits in our school economy. There has been no place provided for them. We have been attempting to make our children fit our system, but that is to attempt the impossible. Human nature refuses to be made after one stereotyped pattern.

Our school system has been built up on the premise that all children are fashioned from the same mould—an assumption that has no foundation in fact. Our school system must recognize that all children cannot be put through the same educational mill, or set down to the same educational programme. Industrial training and farming operations are coming to form a part of our prison scheme. An ounce of prevention is worth a pound of cure. The problem is to make the school programme the ounce of prevention to save the pound expended in prison schools and police courts.

It is only fair that the children referred to above should be given a different variety of activities through which the probability is their mental processes could operate with a considerable measure of success. Their potentialities, be they little or great, should be given opportunity where they can grow and flourish.

We have recognized that primitive races need the school of industry and contact with the soil for their mental and moral growth. But highly developed peoples have very many whose intellectual inheritance is at the primitive stage. That percentage needs similar educational treatment for healthy mental and moral growth.

Some of the children who seem out of place in our schools as at present organized have excellent ability of a practical character. They need only the stimulus which comes to them through making things with the hand, to enlist their interest, awaken their creative faculty, and stir their ambition. This once done, they may be readily directed to the mastery of the more abstract problems which seemed before, beyond their power to attack.

Results of Election of Executive

President

H. C. Sweet, Lethbridge.....466 (Elected)
F. D. B. Johnson, Calgary.....365

Vice-President

R. D. Webb, Calgary.....394 (Elected)
Miss A. I. Wright, Vegreville.....320

Geographic Representatives

Calgary District:

F. SpeakmanAcclamation

Edmonton District:

C. B. Willis.....Acclamation

S. W. Alberta:

R. E. Hicken, Cardston.....Acclamation

N. Alberta:

Jas. McCrea, Vegreville..... 96 (Elected)
A. J. H. Powell, Fort Saskatchewan.... 86

Central Alberta:

F. L. Tilson, Camrose..... 67 (Elected)
John McGuire, Ponoka..... 52

S. E. Alberta:

Miss Mary Fowler, Medicine Hat..... 77 (Elected)
A. J. Heywood, Drumheller..... 55

Past President: A. Waite, Edmonton, remains (ex-officio) a member of the Executive for the ensuing year.

CAMROSE NORMAL SCHOOL LOCAL

March 29th, 1927.

A meeting was held in the Normal School on Tuesday, March 29th, at 4.10 p.m., for the purpose of nominating and electing a permanent executive. The minutes of the last meeting of the A. T. A. were read and adopted.

The nominations for permanent officers were received. The following were elected:

President, Mr. Michel de Savoye.
Vice-President, Miss Joyce Kirkpatrick.
Secretary-Treasurer, Mr. N. W. Svekla.

In the course of the discussion Mr. M. de Savoye suggested that room representatives be appointed to help with the work. The meeting adjourned to meet in the near future. The retiring executive consisted of: Mr. Hollingsworth, President; Mr. de Savoye, Vice-President; Mr. C. Gaskell, Secretary-Treasurer.



H. W. B. DOUGLAS, ESQ.
formerly chairman of the Edmonton Public School Board, recently elected a Director of The Commercial Life Assurance Co. of Canada.

The report of The Commercial Life Assurance Company of Canada, which Company has its head office in the City of Edmonton, for the year 1926 shows splendid progress. In fact the development of this Company is one of the most outstanding achievements in Western Canada during the last few years.

At the end of the year 1918 the business in force was \$184,000 and at the end of 1926 this had increased to \$6,790,000. For the year 1918 the premium income of this Company was \$5,578 and for the year 1926 the premium income was \$223,174. Taking into consideration the conditions that have existed during the last few years, this development is nothing short of phenomenal. This Company has a Dominion charter and license, complies with the stringent conditions of the Dominion Insurance Act and is supervised by the Dominion Insurance Department, and it is generally recognized that the standing and stability of our Canadian Life Insurance companies are the pride of Canada and the envy of the world.

The wonderful mortality experience of The Commercial Life is a tribute to the general health of the people of our Western Provinces and also to the care and selection of the Company's Medical Board under the chairmanship of Dr. E. W. Allin.

The Commercial Life now has three established branch offices, one each at Saskatoon, Regina and Calgary. The rate of interest earned on its assets for the year 1926 was 7.47 per cent. and this is higher than the rate earned by any other Canadian company.

In competition with sixteen of the largest and strongest life insurance companies on the continent, The Commercial Life was recently awarded the group insurance on the lives of the employees of the City of Edmonton. This insurance will total when completed over \$1,250,000.

The following are the officers and board of directors: Directors: W. T. Henry, W. W. Prevey, M.L.A., W. J. Stark, H. W. B. Douglas, Edmonton; W. Fletcher Bredin, Grande Prairie; F. O. Hodgson, Vancouver; George H. Hutton, Calgary; president, R. H. Cautley; vice-presidents, Dr. E. W. Allin, Edmonton, and Sheriff L. G. Calder, Saskatoon; managing director, J. W. Glenwright; secretary, E. B. H. Shaver.



OUR TEACHERS' HELPS DEPARTMENT



OUR CORRESPONDENCE COLUMN

1. L. M.—The dental formula of a horse is as follows:

Left upper jaw: 6 molars, 3 incisors.

Left lower jaw: 6 molars, 3 incisors.

Right upper jaw: 6 molars, 3 incisors.

Right lower jaw: 6 molars, 3 incisors.

Supernumeraries: 4 canines; found in geldings, sometimes in mares. The following may also help you:

How to Tell the Age of a Horse

To tell the age of any horse,

Inspect the lower jaw of course;

The six front teeth the tale will tell,

And every doubt and fear dispel.

Two middle "nippers" you behold

Before the colt is two weeks old,

Before eight weeks two more will come;

Eight months the "corners" cut the gum.

The outside grooves will disappear

From middle two in just one year.

In two years from the second pair;

In three, the corners, too are bare.

At two the middle "nippers" drop;

At three, the second pair can't stop.

When four years old the third pair goes,

At five a full new set he shows.

The deep black spots will pass from view

At six years from the middle two.

The second pair at seven years;

At eight the spot each "corner" clears.

From middle "nippers" upper jaw

At nine the black spots will withdraw.

The second pair at ten are white;

Eleven finds the "corners" light.

As time goes on, the horsemen know

The oval teeth three-sided grow;

They longer get, project before

Till twenty, when we know no more.

—From "The Pocket Cyclopaedia."

As to the book "Where the Buffalo Roamed," have you tried the Department of Education? We see the book is by Marsh, published by Macmillan. Of course you can get it by ordering it through any bookseller. We cannot tell you of any other book that can give you the material in quite such good form. Perhaps some of our readers may be able to do so.

2. C. O. B.—For picture study work with Grade X, we presume that this is Art 1. We are indebted to one of the Art teachers for the following information: "Refer the questioner to the 'Handbook for Secondary Schools' (sent out by the Department of Education), in which the pictures both for Art 1 and 2 are listed, together with their catalogue number, in the Perry Picture Co.'s Catalogue (Malden, Mass.). The Perry pictures are obtainable in a fair size for school work at F. E. Osborne's, 8th Avenue W., Calgary, at 5 cents each, or direct from the Perry Picture Co. in various sizes, ranging in prices from 1 cent up. There are no study leaflets to accompany these pictures but the Department sends out free, on request, a set of notes covering both the Architecture and the Picture Study of Art 1.

"If the question refer to Art 2, again in the Handbook the required pictures are listed, each with its number in the University Prints Co. catalogue (Malden, Mass.), and here, also, the Department issues an outline of the Picture Study, which, though not comprehensive,

is of definite value in guiding the teachers as to the important points."

3. P. W. encloses a few questions which "I think may be of interest to the rural teachers. Perhaps other teachers will express their views on the subjects, through the A.T.A. Magazine."

QUESTIONS FOR THE RURAL SCHOOL

1. "Is it in the best interest of the rural school to receive a class of beginners at Easter, when that school is trying to carry on the work of Grades VIII and IX? Would it not be better to receive beginners in September and have the time that must be given to beginners for the Examination Grades?"

You are quite right, and in the cities beginners are admitted only in September. At any rate this is so in Calgary, though not altogether for the reason given in your question. But in our opinion each school should determine this for itself. Is there likely to be interruption of a year's work? There are such things as schools that can be opened only in the Summer months. Where the school can operate from September to June unbrokenly then admission for beginners should not be allowed later than February 1; better not at any time other than the Fall.

2. "At what age must a school receive beginners? Some people start their children to school before they are five years old. The result is we have children of that infantile age in class with pupils of seven years, which is not satisfactory."

It seems to us that this is a matter the teacher should take up with the school trustees. In the "Duties of Trustees, etc.", p. 47, of the "School Act", section (g) says "to provide adequate accommodation for the purposes of the district, which shall include accommodation for pupils of six years of age." It is obvious that it is NOT intended to admit pupils of younger age, although provision is made p. 67, section 188, for Kindergarten classes "for the training of children between the ages of four and six according to kindergarten methods and in such a school a fee may be charged not exceeding one dollar a month for each pupil to cover the cost of maintaining such classes." This but bears out our contention that six years is the minimum age for ordinary classes.

3. "What should be done with our truants?"

The penalties for offences under the "School Attendance Act" are given on pp. 152-3, section 9, "Any parent . . . shall be subject to a penalty not exceeding ten dollars for a first offence, twenty-five dollars for a second offence, and fifty dollars for a third and for every subsequent offence."

Would it not be wiser to consult the department or your inspector?

If you cannot get any assistance from them, then why worry? You have done all you can and the responsibility is off your shoulders, provided that you have done ALL you can.

Our correspondent goes on to say: "If the School Attendance Act were changed, placing the enforcement in the hands of the Police, and making the fine very heavy, our truantries would cease to be."

4. "What should be done with the primary grades when the senior grades are writing on examinations? If a teacher has less than six pupils writing on VIII, she cannot dismiss the junior grades unless the Board

so advise. In some districts where there are old scores to settle this proves a great menace in the class-room. Hence some legislation definitely governing the teachers action, with regard to Departmental Examinations, would be a great help when there are 3, 4, or 5 writing."

We were of opinion that there was very definite ruling in the Examination Regulations of the Department on this matter; that unless a second room were available for the conduct of the examination, and a suitable supervisor, the junior grades were to be dismissed.

5. "Is it perfectly legal to have a family school board, for instance a father-in-law with his two sons-in-law?"

Ans.: What shall we do with a district where there are "four resident ratepayers" all related? So far as our reading of the School Act goes it would appear that there is nought illegal in the "family school board." We readily appreciate the difficulties a teacher could meet with under the circumstances, yet in the newness of our Province it may well be advisable to put up with the difficulties rather than NOT BE ABLE to organize a School District where the little ones can get some education. After all, we must not forget that our first duty is to the children. Do not misunderstand us, we can not read your questions and not realize that you see this duty, we are almost tempted to say that you see it too clearly.

The real solution to this problem is the LARGER SCHOOL DISTRICT; may the day soon come when such shall be established. IT IS COMING.

4. J. B.—"It occurred to me that too much Grammar of a formal nature is taken in V and VI, and too much work in fractions taken in V that should really be left until Grade VI. Something might be done through your magazine to clarify the matter."

COMPOSITION

GRADES VII AND VIII

The Tractor and the Bay Mare

INTRODUCTION.—Winter afternoon. Bay mare in pasture, passes the tractor which is parked behind the barn for shelter. "Good afternoon," says Tractor, "how's the grazing under all this snow?"

BODY OF ESSAY

They enter into an argument over their individual merits. The tractor makes fun of the mare for having to be fed all winter; for needing to be fed, watered, harnessed and sheltered during the work season; for running away the time a jack rabbit jumped from the stubble; for being tired at the end of a day; for nearly dying last winter when she broke into the oat-bin.

The mare retaliates by jeering at the tractor for going through the fence when driver dropped off to sleep one day; for refusing to work one morning in threshing time because it was a trifle cold; for lying idle all one summer day just because she wanted gasoline, and the farmer had to go ten miles to get some; for being so absurdly fussy about having her spark plugs cleaned.

CONCLUSION.

The tractor gets in a particularly nasty rub, to which the bay mare answers in this way:

"Hi! Star, Punch, Barney, come here! Now, Mrs. Tractor, here are my lads; when I'm old and useless, these young huskies will be ready to do my work, and the farmer won't have to worry about making payments to the Fordson agent. Now, show me your young tractors, will you?"

The tractor growled deep in her cabureter and said no more.

The above is intended to be an exercise in conversation of the repartee order, with scope for varied forms, such as "responded the tractor spitefully," "laughed the mare," "the tractor replied with a flush of anger." These are perhaps a little too ambitious, but the point is, get away from "Then the mare said—," "Then the tractor said."

This question was taken up with the Medicine Hat Grade V Teachers. We appreciate their prompt reply to our letter, and give the reply here.

We, the Grade Five Teachers of Medicine Hat S.D. No. 76, suggest that the Grammar Course include only the following:

1. Recognition of a noun to include masculine, feminine; singular and plural.

2. Verbs which definitely state action, using no verb phrases.

3. Recognition of pronouns as subject or predicate pronouns only.

4. Sentences wherein subjects and predicates may be interchanged. We recommend however that this be more of a composition exercise to gain variety of sentence structure rather than formal grammar.

We also suggest that the Arithmetic Course Grade Five remain as outlined with the exception of fractions, which shall include:

1. Relations of 1-2, 2-4, 3-6, 4-8, 6-12, 12-24, 1-4, 2-8, 3-12, 6-24, 1-3, 2-6, 4-12, 8-24.

2. Addition and subtraction of fractions of a very simple nature, using only relations stated in course in problems.

Our correspondent recommends "The MacLean Writing Course" and hopes to see it adopted in Alberta "in the near future." Information regarding this course can be obtained from H. B. MacLean, Provincial Normal School, Vancouver, B.C.

This completes our correspondence for this month. We thank our friends for their communications, we are glad to know that our endeavours meet with their approval. We shall esteem it a favour if any of our readers will take up the matters noted in these letters, giving any helpful light upon them that they can.

CLASS-ROOM DEVICES

In checking up the unnecessary talking I did during the day, I found that I was spending considerable time and energy in urging my Primary class to have clean floors. To do away with so much talking I made several large heart-shaped pockets of stiff paper, tacking one on the front seat of each row. On my desk was a box which I filled with red paper hearts (it being the month of February), and each afternoon before dismissal the row having clean floors had the privilege of selecting a heart and putting it in their pocket. Not only did it work well, but it furthered the idea of working together, and by St. Valentine's day we had enough hearts ready to make some pretty Valentines.

Grade II developed the idea in a different way, using a barrel made of brown paper and apples the children had cut from colored paper. Each row had a number, which was written on the apples they had made. As there were six windows and six rows of children, each row used a window sill to lay their apples on. They took turns dropping them in the barrel at four o'clock.

To get an apple in the barrel the children of that row must be clean and tidy each day (hair, dress, teeth, etc.), and all day keep tidy desks and floors.

At the end of the month the row having most apples in the barrel were each given a bookmark or some small thing to keep and use for themselves.

SILENT READING

GRADE I.

Write these numbers in one line:

0 1 2 3 4 5 6 7 8 9 10 11 12.

1. Put a red dot under 7, 3, and 11.
2. Put a green cross above 6 and 4.
3. Put a purple line through 5, 8, and 1.
4. Put a yellow square around 12.
5. Put two blue dots under 2 and 10.
6. Put a brown circle around 9.
7. Put a black cross in the middle of 0.

NUMBER WORK GRADE II.

A game which gives good drill in the combination of numbers.

Have a card or piece of pasteboard about 6" x 8" for each of the combinations up to 9 + 9. Write a combination with

the answer on each card, e.g.

6	7
+8	+5
14	12

etc. Then cut

off the section of the card which bears the answer.

The answer cards are shuffled and placed in a pile on a desk or table at the front of the room, the problem cards in another pile.

Now the class is divided into two sections, "Busy Bees" and "Beavers," etc., each under a captain.

When the game is started the captain of the "Busy Bees" with one helper, is seated at the table with the cards in front of them, and their job is to match the answer card to each combination card until they have done the whole 44. As each card is matched the captain's second helper, who stands beside him, calls out the combination with the answer.

The opposing side, "The Beavers," writes this down in an effort to detect errors, (at the same time profiting by the drill).

When the combinations are finished the teacher, or time-keeper, writes the time on the score chart which is kept on the board. The cards are again shuffled.

Now the captain of "The Beavers" takes his place with his first helper at the table and matches up the cards, while "The Busy Bees" write the combinations and answers as they are called out by the second helper. The time is carefully noted on the score chart and the winning side is not slow to cheer.

The game is continued the following day by the next pupil of each team, and so on until the whole class has played. The time being kept each day and the total averaged at the end.

SUGGESTIONS FOR SILENT READING GRADE II.

1. Place a number of questions, relating to the reading lesson, on the board or a card. While the class is preparing the lesson, the answers to these questions are to be found. The answers can then be taken up orally, and later, used as a written language exercise.

2. Use questions in the same manner, referring to nature study, (a) before the lesson, to cause observation on the part of the class; (b) after the lesson, as a review exercise, both oral and written.

3. Illustration exercises can be used to test reading and understanding. Ask the class to illustrate something written on the board, or in their reader. Ex. Illustrate:

Dark brown is the river,
Golden is the sand,
It flows along forever,
With trees on either hand.

4. Directions for manual work can be given in written form, i.e.: (1) the making of a box or chair, (2) the cutting out and coloring of animal shapes.

Directions for seat work, in a given period, can be used in the same way.

5. Questions requiring "yes" or "no" for an answer are usually very interesting as: "Was Hiawatha the grandmother of Nokomis?"

LANGUAGE GRADE II.

Exercises such as the following will sometimes be found useful, both in supplying profitable seatwork and in helping the child's vocabulary:

A.

Use these words in the right places:

blew	blue	The wind.....away the.....flowers.
one	wonboy.....two prizes.
hare	hair	The boy with the red.....shot a.....
meet	meat	If you.....him, buy a pound of.....
no	know	We.....a man with.....hair.
two	to	I am going.....buy.....hats.
ant	ant	My.....lost her purse near the.....hill.
be	bee	The honey.....will soon.....working.
see	sea	We can.....a ship on the.....

B.

Make a statement about each of these, using "is", and then change it using "are":

Example—(a) The cow is eating grass.
(b) The cows are eating grass.

1, ox; 2, man; 3, mouse; 4, baby; 5, hen; 6, horse; 7, fly; 8, sheep; 9, leaf; 10, calf.

C.

Supply words to complete the statements:

1. The room was as dark as.....
2. The handkerchief was as white as.....
3. Her cheeks were as red as.....
4. The boy looked as pale as.....
5. The parcel was as heavy as.....
6. Our ball is as hard as.....
7. The flower is as blue as.....
8. The cushion is as soft as.....

D.

Write these sentences again, beginning with the last words but keeping the meaning the same:

Example—1. A mine is deeper than a well.

2. A well is shallower than a mine.

1. A lake is larger than a pond.
2. March is colder than July.
3. Lead is heavier than wood.
4. The pen is longer than the pencil.
5. Paper is smoother than print.
6. Stone is harder than chalk.
7. The tree is higher than the house.
8. The boy is stronger than the girl.

SOME TYPE QUESTIONS FOR GRADE II ARITHMETIC

Counting: (Oral at first later written also).

- (a) What is the number before 30, 98, 110, etc.?
- (b) What is the number after 30, 98, 110, etc.?
- (c) Count by 1s from 69 to 85, etc.
- (d) Count by 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 100s, starting at any given number. —(Backwards also.)
- (e) Give all the numbers ending in 2, 7, 0, 4, 9, etc., from 1 to 100, 200 to 300, 165 to 215, etc.
- (f) Write numbers in horizontal row (as 5, 19, 0, 157, 6, 29, etc.) and ask children to place them properly under each other as though for adding.

(In any copying or writing numbers insist on the numbers being properly placed under each other: units tens etc. under units tens etc.).

(g) Write numbers on blackboard in words and ask child to copy them putting figures after the words or to put them in columns for oral addition.

(h) Arrange numbers in order of magnitude largest to smallest also the reverse smallest to largest.

Combinations and Separations: All combinations and separations should be followed by a written exercise, e.g. 12.

- (a) 6+7=12; 7+7=12; then 12-6=7; 12-7=7, etc.
- (b) After each ending has been taught use written exercises such as:

6	16	26	36	96
6	6	6	6	6 up to 6

12	22	32	42	102
----	----	----	----	-----

Separations can be taken similarly:

12	22	32	up to 92
-6	-6	-6	6

6	16	26	86
---	----	----	----

- (c) Both can also be written as 6+6, 16+6, 12-6, 22-6, etc.

(d) Then mixed as

28	13	4	58
5	9	46	7 etc.

(e) Exercises such as 11-6+8=?

Three 2s+2. Three 5s-6=?

(f) A little boy had 10 marbles. He gave half of them away. How many did he give away?

Roman Numerals:

- (a) Write the Roman numerals for 5, 9, 11, etc.
- (b) Write the figures for which these letters stand: XII, IV, VIII, etc.

(c) Draw face of a clock. Make Roman numerals that go around its face. Place hands to mark time: 3.30, 8.15, etc.

Measuring:

(a) How many inches wide is your desk? your reader? the window? How many feet and inches wide is the door? the map?

(b) Draw lines 2" long 5", 2 1/2".

(c) How many pint bottles will be needed to hold 1 quart of milk? 1 qt. 1 1/2 qts.?

(d) How many gallon jars will hold 8 quarts of syrup?

(e) How many weeks will 14 days make?

(f) Two years are how many months?

(g) Two and one half months are how many weeks?

(Each child to add at least once orally every day.)

SEATWORK SUGGESTIONS IN PHONICS FOR GRADE I

1. Change "ee" to "ea" in the following words: see, tee, beet, deer, meet, reed, week, feet, been, steel, peel, reel, heel.
2. Add "ing" to the following words: play, jump, tell, bring, sing, cry, wait, look, walk, talk, say, laugh, work, read.
3. Add "ed" to the following words: play, talk, walk, work, want, plant, fill, jump, march, look, play, wish, lift, toss.
4. Add "ack", "ick", "uck" to the following letters: s—, p—, l—, t—, b—.
5. Draw a line through the silent letters: ride, right, wrong, nine, sight, caught, take, walk, high, shake, talk, heard, know, knife, knew, knit.
6. Add:

	ew	ang	ong	aw	oa
to	n—	s—	l—	s—	b—t
	f—	h—	wr—	l—	c—t
	j—	b—	s—	r—	thr—t
	gr—	g—	g—	dr—	c—st
	bl—	f—	thr—	th—	r—st
	st—	r—	pr—	c—	st—t

(Fill in blanks with the sound at head of each column.)

ARITHMETIC, GRADE III

Some hints and variations for the eternal drill may help to relieve the monotony of that dreary never-ending task.

In addition it is well to draw attention to the groups which make ten and have each group added as ten instead of each figure added separately, e.g.:

$$\begin{array}{r} 5 \\ 9 = 14, 24, 28 \\ 7 \\ 3 \\ 4 \end{array}$$

As the multiplication tables are learnt let those parts of the tables not yet completed also be used not only in oral drill, but in written questions. This gives the child the impression that he is getting much wiser every day, and makes the completion of the more difficult tables less burdensome, e.g., Suppose the 2, 5, 10 and 4 times tables are known. Then give questions involving the number facts thus mastered in other tables:

$$\begin{array}{r} 2541 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 5420 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4015 \\ \times 8 \\ \hline \end{array}$$

Add the new figures as each new table is learned.

As the term advances and the pupils become more proficient they enjoy an occasional drill on "long" multiplication, division, and subtraction, e.g.:

- (a) Multiply 35 by 7 five times.
- (b) Divide 98376 by 8 as often as possible.
- (c) Subtract 90085 as often as possible.

—17439

Following are solutions to above:

(a)	(b)	(c)
35 $\times 7$ —		90085 —17439
245 $\times 7$ —		72646 —17439
1715 $\times 7$ —	3	55207 —17439
12005 $\times 7$ —	8) 24	37768 —17439
84035 $\times 7$ —	8) 192	20329 —17439
588245 $\times 7$ —	8) 1537—1	2890
	8) 12297—1	
	8) 98376	

SEVEN TIMES ONE
GRADE III.

This poem as a Literature lesson, should take two periods.

1st Period—First four stanzas.

2nd Period—Short review of previous work, and then finish the poem.

A silent reading lesson should precede the study of the poem.

Have children close books and answer questions from memory, if possible.

If extra drill is needed, a few questions may be put on the board, and children write answers, using their books.

Introduction.—Bring pupils into a birthday atmosphere. How many have ever gone to a birthday party? etc.

Presentation.—Read the poem to class.

1. Did this little girl have a happy birthday?
2. How do you know?

3. Did she seem interested in everything she finds? Give examples.

Particulars—

Stanza 1:

1. Where was this little girl when speaking?
2. Why was there no dew on the daisies?
3. How can you tell the day was not cloudy?
4. What Arithmetic Lesson had she had that day?
5. How does this fit in with her Birthday?

Stanza 2:

1. What makes the girl feel she is quite old?
2. Why does she feel so much wiser than the lambs?
3. What excuse does she find for them?

Stanzas 3 and 4:

1. Why does she mention the moon?
2. Where must she have been looking?
3. Can you see the moon in the daytime?
4. What time had she seen the moon?
5. How did it look then? How now?
6. What does she imagine to be the reason?
7. If so, what does she hope?
8. Does she like thinking of the moon in disgrace on her birthday? Why?

Stanza 5:

1. What does the little girl see next?
2. Why does she call him a velvet bee?
3. How has he powdered his legs with gold?
4. Did you ever see bees like that? Where?
5. What does she say to the marsh buds?
6. Why are they called brave? (They are not afraid of the bee.)

Stanza 6:

1. What two flowers does she address?
2. Why does she want a columbine to open its wrapper?
3. Does she seem to know what all the flowers are like?
4. What does she ask the cuckoo-pint to do?
5. Can you tell from her question, the shape and color of the flower?

Stanza 7:

1. What does the little girl see?
2. What does she ask the linnet to do?
3. Why does she think the linnet might be afraid to do this?
4. What promise does she make?
5. Why does she say the linnet may trust her?

Conclusion:

1. What stanza do you like best? READ it.
2. Which one gives you the best picture?

MEMORY WORK
GRADE III.

The Iroquois Lullaby

Little brown baby-bird, lapped in your nest,
 Wrapped in your nest,
 Strapped in your nest.
 Your straight little cradle-board rocks you to rest,
 Its hands are your nest,
 Its bands are your nest;
 It swings from the down-bending bough of the oak.
 You watch the camp flame and the curling gray smoke;
 But, oh! for your pretty black eyes sleep is best—
 Little brown baby of mine, go to rest.

Little brown baby-bird, swinging to sleep,
 Winging to sleep,
 Singing to sleep.
 Your wonder-black eyes that so wide open keep,
 Shielding their sleep,
 Unyielding to sleep.
 The heron is homing, the plover is still,
 The night owl calls from its haunt on the hill,
 Afar the fox barks, afar the stars peep—
 Little brown baby of mine, go to sleep.

—PAULINE JOHNSTON.

GRADE III.

Suggested topics for stories—one each week:

- September: What I Do on Saturday; Rules for Politeness; When I Grow Up; Rainy Day Fun.
 October: Hallowe'en; A Jack o' Lantern; The Wind at Work; Good-bye Summer.
 November: Thanksgiving Day; How We Play on a Stormy Day; My Favorite Story; My Best Friend.
 December: Christmas; Christmas Songs and Stories; A Snow-ball Fight; A Trip to the Store.
 January: How I Spent My Christmas Holidays; The New Year; A Winter Game; Jack Frost.
 February: Animals that Sleep all Winter; St. Valentine's

Day; Furs; The Picture I Like Best.
 March: The Wind at Play; The Return of the Birds; St. Patrick; Dreams.
 April: Our Prairie Crocus; The Garden; *A Trip out of the City; My Pocket.
 May: A Picnic; A Trip in an Auto; What I Buy for a Nickel; If I Were a Dog.
 *Or A Trip to the City.

LESSONS IN NATURE STUDY

GRADE III.

The Gopher.

Aim: To teach the children to observe the gopher and to gather information concerning him.

I.—APPEARANCE.

- (a) Size (comparative).
- (b) Color.
- (c) Relative length of legs.
- (d) Length and appearance of tail.
- (e) Shape and arrangement of teeth.
- (f) Shape of feet and claws.

II.—THE BURROW.

- (a) Where is it dug? and how?
- (b) How does the shape of feet and claws assist the gopher in digging?
- (c) For what is the burrow used?
- (d) What difference (if any) between the summer burrow and the winter burrow?

III.—FOOD.

- (a) What does the gopher eat?
- (b) How does he carry the food that is to be stored for winter.

IV.—MISCELLANEOUS QUESTIONS FOR FURTHER STUDY.

- (a) When do the young appear?
- (b) Does the gopher make any call, or cry?
- (c) What becomes of them in winter?
- (d) Is the gopher a friend (or enemy) to man?
- (e) Has the gopher any enemies other than man?

The lesson may be correlated with language by choosing any topic suggested by the above questions. "Snaring a Gopher," "Digging out a Gopher," "Trying to drown a Gopher," "Collecting Gopher Tails," are other topics that will always get a response from the pupils' own experience.

Additional information for the teacher:

There are four gophers found in the western provinces.

I.—The Flickertail is buff-brown in color. It has a short brown tail, with a black tip, which flickers or twitches when it utters its warning note. This is the common gopher—the one that does all the damage.

II.—The Striped Gopher (rare), has thirteen stripes, seven white, six dark. A row of buff spots runs the length of each dark stripe.

III.—The Scrub Gopher (Gray Ground Squirrel), lives in wooded areas, rarely found on the open prairie. It is larger than the other gophers and has a bushier tail.

IV.—The Pocket Gopher is frequently called a mole because of its small eyes, short grey body, and rat-like tail. It has very large flabby cheek pouches. It prefers high, dry prairie land.

CITIZENSHIP

GRADE III.

How the Woodpecker Got Its Red Head.

There was once a little old woman who lived all alone at the top of a hill. She was the tiniest, neatest little old woman you ever saw, and she always wore a shiny black dress, and a gay little red bonnet on her head, a big white apron with a floppy white bow tied behind.

But because she lived alone, and thought of no one but herself, this little old woman had grown very selfish. She never invited anyone to see her, and she never gave presents.

One day when she was baking round cakes with plums in them, a tired, hungry man came up the hill and rapped at her door.

"May I have a cake?" he asked. I am hungry, and I have no money to pay you, but whatever you wish for, that shall you have."

The little old woman looked at her cakes, and she decided they were too large. She broke off a wee little bit of dough and put it in the oven to bake. It puffed and swelled; and when it was done she decided that this cake, also, was too nice and brown for the hungry man. She broke off a tinier bit of dough, but it too came out as fat and brown a cake as the first, and she sat them on a high shelf, because she thought they were too good to give away. Then, at last, she went to the cupboard and brought out a dry crust of bread for the hungry man.

"I wish I were a bird," she said. "Then I could fly to that hungry man with the largest cake on the shelf."

And, all at once the little old woman began to grow smaller and smaller. Her nose changed to a beak, her arms stretched out until they were wings, her feet became claws. The wind whisked her up the chimney and over the hill to the woods.

If you look you may see her today. She still wears her shiny black dress, her white apron, the gay little red bonnet upon her head; but all day long she must run up and down the trunks of the trees, pecking her food from the hard bark. Listen and you will hear her tap, tap, tapping away; the selfish woman was changed to the red-headed woodpecker.

SILENT READING

GRADE IV.

Antonio Canova.

1. How many years are in a century-and-a-half?
2. What had Antonio's father and grandfather done to earn a living?
3. Explain: sculptor; unusual talent; scorn.
4. What was Antonio's grandfather doing at the senator's?
5. How did Antonio happen to be at the senator's?
6. What unfortunate thing happened as dinner was being prepared?
7. What did Antonio offer to do?
8. From what material did he make the statue?
9. What image did he make?
10. How did the guests feel when they saw the wonderful sculpture?
11. What request did they make of Antonio?
12. What did the senator do the next day for Antonio?
13. What did Antonio become?
14. From what substance did he make his finest pieces?

A Ride For Life.

1. From what book is this story taken?
2. Who wrote the story?
3. Where does the writer live?
4. Explain: ejaculated; observations; suspicious; savage.
5. Who were in this ride?
6. Why were they in danger?
7. Why did Ranald feel ashamed for having said "God preserve us"?
8. Write from this lesson three beautiful groups of words.
9. What did Ranald do to cause the wolves to lose time?
10. What was Lizette?
11. Who was the friend that was always ready to offer her life for Ranald?

LITERATURE AND SILENT READING

REVIEW QUESTIONS

GRADE IV.

Name a lesson from your reader that teaches us that:

1. Nature is the best teacher.
2. Obedience brings reward.
3. Contentment means more than riches.
4. Honesty brings promotion.
5. Trees have a purpose.
6. Jealousy brings disaster.
7. Disobedience brings sorrow to others.
8. Industry brings reward.

Name a lesson from your reader that tells about:

1. Late autumn in Canada.
2. A great discoverer.
3. The emblem of Canada.
4. A poor boy who became a great sculptor.
5. A poor boy who became a missionary and an explorer.
6. Unselfish friendship.
7. A shepherd who became a singer.
8. Making the best of things.

GEOGRAPHY

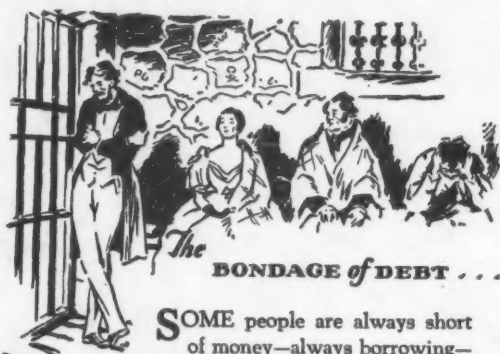
GRADE IV.

Zanzibar.

Zanzibar is a low coral island close to the mainland of eastern Africa. This island is quite small but very fertile. It produces such tropical fruits as mangoes and bananas, as well as coconuts, sugar cane, rice, and cloves. Four-fifths of all the cloves used are grown here. Ten million pounds of cloves are exported yearly.

The city of Zanzibar, the capital of the island, has one hundred thousand people. In this city is the palace of the Sultan, who rules the island. He is an Arab. The island is under the protection of Great Britain.

As he approaches the city, the traveller sees the towers and minarets of mosques. Facing the harbor are the great



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white buildings of the city and the palace of the Sultan. This is an immense structure, with verandas to each of its three stories and many of its windows reaching to the floor. The visitor will be interested in his visits to the palace as well as to the mosques of the Mohammedans, the Hindoo temples and the English churches.

Its streets are crooked and too narrow for carriages or horses. Indeed, some of them are not more than four feet wide, and often pedestrians are crowded to the walls by porters carrying great loads on their backs. Many strange people are to be seen on these streets. There are dark-faced men in long gowns, wearing turbans. Parsee merchants from India with coats buttoned up to their necks and hats like inverted coal scuttles, black coolie girls with gold buttons on their noses and Hindoo girls loaded with jewelry. Many half-naked natives from the mainland do all sorts of work here. Then, too, there are the black soldiers of the Sultan as well as many Europeans.

NOTE.—Parsee merchants. These are descendants of the Persians who fled to India from the Mohammedan persecution in the 7th and 8th centuries.

Japan.

Japanese houses are one or two stories high. They are unpainted frame buildings and have heavy roofs of earthenware tile. Both outer and inner walls are made like sliding doors. During the day the outer walls are pushed back for the sun is warm and the air will rush in on all sides. The inner walls slide back so that people can go from one room to another.

The floor is covered with thick mats. They have no furniture such as we have. They sit cross-legged on mats and cushions. These mats are used for beds at night. Since they do not have chairs their tables are very low, not more than six inches high, and are brought in only during meal times.

The Japanese keep their pictures and bric-a-brac stored away carefully. They have only one picture and vase out at a time. These are changed every few days. A vase of fresh flowers is placed on a stand every morning. No one is so skillful at arranging flowers prettily as a Japanese girl.

The stove is a little box of sand. Hot coals of charcoal are placed on the sand and the tea kettle will be hung over it to boil. There too the rice and fish are cooked. The dinner is served in the daintiest of their little china cups and dishes upon a table not more than two feet square and six inches high.

Japanese children dress exactly like the grown-up people. Everyone wears a kimono. When boys are five years old they are put into the wide trousers worn by their people. Little boys wear dark blue, grey or brown. Little girls, even baby girls, wear bright red or yellow. Japanese babies never wear white because white is the color of mourning in Japan.

The sleeves of the kimono are very wide and long. As only a small part is needed for the arms, the rest is folded and sewn up to form a big pocket. In this pocket the little Jap carries his treasures. Boys and men wear belts four or five inches wide. Girls and women wear wide sashes tied in an immense bow behind. Girls have embroidered cases made to hold a quire of soft paper handkerchiefs. The case is stuck in the sash as well as the fan, writing brush and stick of India ink. A purse hangs from the sash, as do the school books, which are done up in a square piece of silk.

The Japanese wear only thick white stockings on their feet when in the house. Their sandals are left outside. These stockings are made of cloth, having a separate place for the big toe. On the street they wear thick wooden sandals or clogs.

When a baby is very little its hair is kept shaved close to its head. It is not allowed to grow till the child is four years old. Then a little patch on the back of the head and one on each side is allowed to grow. Little babies are often strapped to the backs of their older brothers or sisters and carried about while the older child plays. When the baby begins to walk a brass plate on which is engraved the name and address of the parents, is fastened to its girdle so that if it strays it can easily be returned to its home. Crying is almost unknown among the Japanese. Even the babies seldom cry.

The children go to school at seven o'clock in the morning. They leave their sandals outside and come into the school-room in their stocking feet. The teacher seats himself on the floor with a low table in front of him. The children sit around him in a semi-circle. They study aloud from their books. If a child stops reading aloud the teacher thinks he is not studying, and punishes him. When the child knows the lesson he stands with his back to the teacher and recites.

When a Japanese reads he turns to the back of the book and begins at the lower right-hand corner, and reads from the bottom to the top. Their writing looks like the Chinese writing we see on laundry checks. They write with little brushes

which they dip into the ink which they have ground with water on their little ink stones. There are nearly twice as many letters in their alphabet as we have. Besides the letters there are many little characters which stand for whole words or short sentences, and they must be learned.

While still a baby the little Japanese child is trained in manners. Almost his first words are Please and Thank You. They are taught to be perfectly obedient. Impoliteness to any one—older or younger—is almost unheard of.

COMPOSITION GRADE V.

Topic: The Coming of the Robins.

From what land do the Robins come? They come from the South, from the U.S.

Are they American Robins then? No, they were here last year. Some of them were hatched out here last summer.

Where? In our trees, in our barns, in our bird houses, in the eaves of our houses.

Then we would call them (what) of Alberta? "Natives" of Alberta and Canadian Robins.

Why do they leave us? Our winters are too cold for them. Why do they not remain in the South? Summers in the South are too hot for their nesting.

What do they do when they come here? They build nests. Of what material? Of clay, of mud, of string. They line it with grass to make it soft.

What else do they do when here? They hunt for worms and grubs.

And what more? They sing songs. Which one sings? The father.

While he sings what does the mother do? The mother sits in the nest to bring the little ones out of the shell.

Where does the Robin get his song? Where does the poet find the thoughts that he puts in his poems? Think of some of the poems you have learned. What are the thoughts in them about? About nature, about the flowers, the trees, the river, the sky, the sunset, the mountains.

You were making lullaby rhymes a week or two ago. Why do we make lullaby songs? To sing to our babies.

Do you think the Robin sings lullaby songs? He might. You told me the Robin sings to his nesting mate. To keep her company you said. He loves to be near her, and he wants her to hear him sing. He sings her love songs.

Then "Love" makes him sing—love for the mother and love for the babies.

What do you think about the Robin's family life? Are they happy? What sign is there of happiness? Their cheery cheer-up song.

Now you will write a story telling what they say to each other.

Story No. 1—One of the Stories, by a Girl.

The Robin and His Mate.

Mr. Robin: Let us go to Calgary this Spring, it is very nice there.

Mrs. Robin: Yes, we lived there last Summer and the boys and girls were kind scattering crumbs and seeds for our babies.

Mr. Robin: What a time we had teaching our little ones to fly last year. During the Winter I made a lovely song to sing to our babies.

Mrs. Robin: I hope none of them die. It was good that they all lived last summer. But one of them was very weak.

Mr. Robin: This is a nice place to build our nest, the branches are thick. Now I will go and get some clay and mud.

Mrs. Robin: Yes, and I will get soft grass and feathers to line it.

Mr. Robin (after the nest is built): How glad I am to have come to this part of the city. It is very quiet here for the babies when they are hatched.

Mr. Robin: Now I will sing a song to you and then I will off and get some food.

Mrs. Robin (one day as she calls Mr. Robin to her): Look, look, I have five little ones; they are as sweet as sweet can be.

Mr. Robin: I am very proud to have such cute little ones.

Mrs. Robin: The babies are growing very fast; they will soon be big enough to learn to fly.

Mrs. Robin (when the babies are big enough to learn to fly): I will give each of you a worm if you will follow me. Take one jump, and another.

Mrs. Robin: You are learning very quickly, but now you must go to bed.

Story No. 2—Another of the Stories. Author, a Boy.

The Robins' Speak.

Mr. Robin: What have you been doing all Winter?

Mrs. Robin: O, I have been South, having a good time with the other birds in the South. And where have you been



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"I saw your name in the A.T.A."

dear? And what have you been doing?

Mr. Robin: I never went as far as you did, but I went where it was warm and was busy finding food and making friends there. Will you be my mate?

Mrs. Robin: O yes, indeed.

Mr. Robin: Now the question is, where shall we build our nest?

Mrs. Robin: Up on an apple tree I guess, where we can have a good feed when the apples come.

Mr. Robin: Maybe we can find a cherry tree.

Mrs. Robin: O say, that would be grand. And what are we going to feed our young ones?

Mr. Robin: We will find some nice juicy worms for them. And when you are sitting in the nest all day long I will sing to you dear about the trees and the streams and the mountains.

Mr. Robin: What shall we name our babies?

Mrs. Robin: We will call them darlings.

Story No. 3—Another by a Girl.

Mother Robin: Don't you think we have had a long trip?

Father Robin: Yes, and I think we should be thankful that there were no storms.

Mother Robin: Where do you think we will build our nest?

Father Robin: Over there in that pine tree we will be sheltered from our enemies.

Mother Robin: We will start and build it in the morning.

Father Robin (when the nest is finished): Don't you think our nest is fine now?

Mother Robin: And these little blue eggs, I think they will be nice little babies when they are hatched.

Father Robin: When you sit on them I will sing you a song about the trees and the flowers.

Mother Robin: That was a pretty song you sang to me.

Father Robin (hearing a sound, cheep, cheep): What is that?

Mother Robin: It is the babies coming.

Father Robin: Now the babies are out I will go and get a nice fat worm for them.

Mother Robin: Don't you think you could sing them to sleep.

Story No. 4—Another by a Boy.

A Dialogue.

Characters: Mr. and Mrs. Robin.

Scene: Calgary.

After their journey from the South.

Mr. Robin: We have had a great trip. I saw a big lake with ducks. I flew down to have a conversation, but they would not even speak to me. Then a great flock of ducks came over the lake and I heard bang, bang, bang. Dogs rushed out and seized the dead birds.

Mrs. Robin: That must be a calamity. But take care. There is a boy aiming at us with his sling shot.

Away they flew, out of breath from their journey.

Mr. Robin: That was a fright. But here are worms, do you not feel it at your feet?

Mrs. Robin: There is a hawk above us. (Away they flew as before, not having one minute's rest. They hid under the eaves of our house.)

Mrs. Robin: We must hunt a place for our nest dear. It is well into Spring.

Mr. Robin: Maybe we can find the one we built last summer. I think I know where it is. Come, let us see. Here it is, here it is, mother Robin.

THE NORTH-WEST MOUNTED POLICE GRADE V.

(Continued from last month)

In 1875 a new fort was erected at the junction of the Bow and Elbow rivers, which Col. MacLeod named Calgary in honour of his birthplace in Scotland.

During April of this year the force which had been despatched to Fort Edmonton commenced building their own barracks. They had spent the Winter in quarters provided by Chief Factor Hardisty of the Hudson's Bay Co. The officer commanding decided that the site of the barracks should be some twenty miles East of Fort Edmonton and named Fort Saskatchewan.

The Mounted Police played an important part in the negotiations that were being carried on in making settlements with the Indians for the land which the Government wished to use. Col. MacLeod was one of the commissioners who in 1877 was instrumental in putting through the treaty with the Blackfoot tribe at Blackfoot Crossing on the Bow River. After much speech making, in the presence of over four thousand representatives of the Blackfoot, Blood Piegans, Assiniboine and Sarcee Indians, the following terms were agreed upon:

1. The government would supply either cattle for ranching, or implements and seed for farming.

2. Every member of tribe to receive \$12.

3. Each member to receive \$5 each year during his lifetime.

4. Chiefs to be paid a larger sum, suit of clothes, silver medal, a flag, and every third year a new suit.

5. A reserve of land, allowing one square mile to every five members of the tribe.

6. Ammunition to be supplied each year and \$1,500 worth at once.

7. Teachers to be supplied.

About this time, 1876-7, over five thousand Sioux, under Chief "Sitting Bull" and "Black Moon," came to Canada from the United States, being pursued by U.S. soldiers. This added greatly to the work and anxiety of the Mounted Police, but their treatment of the Indians was now rewarded. Sitting Bull made overtures to Crowfoot, Blackfoot Chief, offering him booty of horses and cattle if he would assist him in fighting the United States army. Then, he promised, he and his followers would return to Canada and assist in driving the white man from the west. But Crowfoot replied: "We cannot smoke your tobacco on such terms. The whites are our friends, and we will not fight against them." The Sioux replied that they would fight the whites themselves and return to fight the Blackfoot. Crowfoot went to Col. Macleod and was told that his tribe might rely on the Police for protection. Crowfoot, in turn, offered 2,000 braves to assist the Police.

While Sitting Bull was in Canada his men murdered six Saulteaux, leaving them scalped near a police post. A Saulteaux who escaped reported that the Sioux were guilty. Further proof was provided when Sitting Bull rushed into the post covering the commandant with his gun, demanding the surrender of the other Saulteaux. Sergt. McDonald pushed aside the weapon and invited Sitting Bull inside to talk the matter over. Sitting Bull had first to go outside and quiet the five hundred Indians outside who had followed him. Three police were sent to the Sioux encampment to bring the guilty men to the barracks. This was done, the men were hanged, and Sitting Bull received a lesson on the working of Canadian justice.

Just here might be noted "Crowfoot's" opinion of Police justice. "This is good medicine. There is no forked tongue here. When my people do wrong I will bring them here (police post) to be tried."

At one time 200 Crees and 450 horses crossed the American border. After negotiations had been concluded they were escorted to the border by a strong force of U.S. cavalry. They were met by three Mounted Police. The American officer looked at them with a surprised air. "Where is your escort for these Indians?" he asked. "We're here," answered the sergeant. "Yes, yes, I see, but where is your regiment?" "It's here alright, the other fellow is looking after breakfast," was the reply. "But are there only four of you?" "That's so Colonel, but you see we wear the Queen's scarlet." The four red coats proved sufficient to take the band one hundred miles into the Canadian North-West.

But the stories of the North West Mounted Police are not all concerned with Indians. A young man was detailed to hunt up some strayed horses. Soon after leaving he was overtaken by a blizzard and became lost. Several weeks later his body was found and this note: "Lost. Horse dead. Am trying to push on. Have done my best." Such is the tradition of the Police.

A desperado from Idaho appeared on the streets of Weyburn, taking "pot shots" at anything that took his fancy as a target. When told he had better keep quiet or he would be "run in," he replied "Thar aint no Johnny Canuck kin arrest me, and I'll bet twenty-five dollars no descriptive Mounted Police is goin' to hold up my show." The Mounted Police were telegraphed for and a constable was sent who made the arrest without assistance.

The work done by the Mounted Police in keeping law and order while the C.P.R. was being built, and in action during the North West Rebellion, is a lesson in itself. Their work in the Yukon is another story. The routine work of assisting settlers, fighting prairie fires, and the hundred and one odd jobs they were called upon to do can only be known by reading their records.

They were among Canada's representatives at the Queen's Jubilee, and many members of the force served with distinction with the Strathcona Horse.

The information for this paper I have taken from "Riders of the Plains," by A. L. Haydon. Much very interesting material, of the same nature, with more detail about Indian customs can be obtained from "Forty Years in Canada," by Col. S. V. Steel, C.B., M.V.O., or "Policing the Plains," by R. G. Macbeth, M.A.

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ARITHMETIC
GRADE IV.

(Cut out and mount on stout card)

A

1. $9642867 \div 648$
2. $1084839 \div 359$
3. $974487 \div 487$
4. Find the cost of 366 oranges at 38c a dozen.
5. What is the cost of 87 bushels of potatoes at 65c a peck?
6. Find the cost of 198 bananas at 3 bananas for 17c.
7. How much will 17 gallons of ice cream cost at 27c a pint?
8. A man earns \$790 every 3 months. How much does he earn in $1\frac{1}{2}$ years?

C

1. Divide 8264786 by 849
2. $1122095 \div 359$
3. $813474 \div 271$
4. Find the cost of 486 packets of lux at 93c a dozen.
5. A man buys 65 bushels of onions at 72c a peck. What does he pay for the onions?
6. I want apples to give one to each of 364 children. What will it cost me if I buy the apples at 4 for 21c?
7. At a picnic 21 gallons of ice cream were used. The ice cream cost 26c a quart. What was the total cost of the ice cream?
8. A man's monthly income is \$240. Every 4 months he banks \$232. What does he spend in 20 months?

B

1. $2764085 \div 567$
2. $361513 \div 359$
3. $1705208 \div 487$
4. Find the cost of 342 cakes of soap at 45c a dozen cakes.
5. Find the cost of 348 quarts of milk at 45c a gallon.
6. What is the cost of a crate of apples containing 148 apples at 4 for 25c?
7. What is the cost of 344 pounds of potatoes at 95c a bushel?
8. A man saves \$375 every 6 months. How much will be saved in 3 years?

D

1. $1437429 \div 487$
2. $2449245 \div 607$
3. $7022750 \div 875$
4. I buy 636 eggs in a year at an average price of 27c a dozen. What did the eggs cost me?
5. What do I pay for 185 gallons of milk at 11c a quart?
6. There are 6 class-rooms in a school, each room has 43 children. What will it cost to give each child an orange at 3 oranges for 13c?
7. A man's income every 3 months is \$675. How much does he earn in 1 year and 9 months?
8. How much does a man pay for 219 bus. of potatoes at 58c a peck?

GRADE V.

Cut out and mount strongly

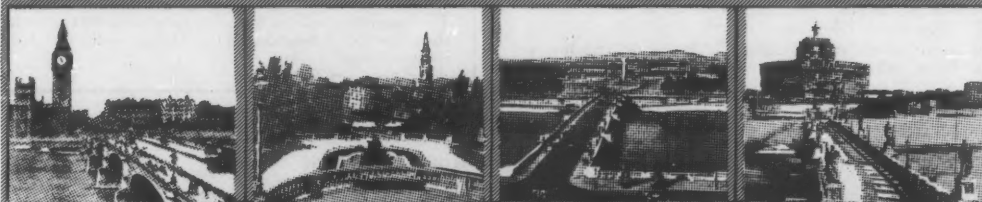
A.

- I. Reduce 23 miles 13 rds 2 yds. to feet.
- II. A dealer buys 6 gross of copy books at 25c a dozen and sells them at 3c each. What is his gain?
- III. A stationer buys 6 dozen writing tablets at \$1.75 a dozen and sells them at 25c each. What is his gain on 6 dozen?
- IV. At 27c sq. yard, find the cost of plastering the walls and ceiling of a room 28 ft. long by 24 ft. wide and 10 ft. high at 6c a sq. ft.
- V. Reduce: 2 miles 45 rds. and 3 yds. to feet.

B.

- I. How many steps, each 2 ft. 3 in. long, will it take in walking $\frac{1}{2}$ of a mile?
- II. A farm 240 rods long and 144 rods wide cost \$60 an acre. What was the cost of the farm?
- III. Around the outside of a block of land 60 rods by 40 rods there is a cement walk 4 ft. wide. What did the walk cost at 27c a sq. ft.?
- IV. Around a 4 acre lot which is 40 rods long, the owner builds a fence with posts 22 ft. apart. How many posts are required?
- V. Find the cost of painting both sides of a tight board fence 40 ft. long and 6 ft. high at 21c a sq. yard.

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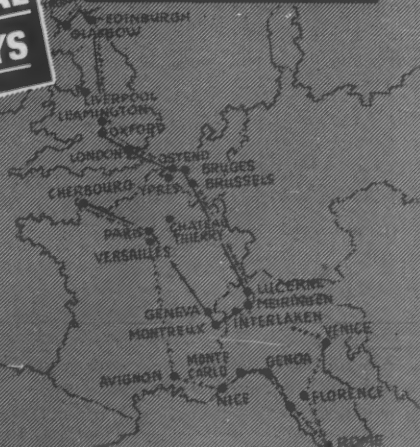
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C.

I. A mixture contains $33\frac{1}{2}$ lbs. of corn, $25\frac{3}{4}$ lbs. of oats, and $17\frac{1}{2}$ lbs. of barley. How many pounds are there in the mixture?

II. From $23\frac{5}{6}$ yards of cotton, $18\frac{2}{3}$ yards were sold. What will the remainder be worth at 24c a yard?

III. A grocer bought a cheese weighing 45 lbs. 6 ozs. He sold 2 lbs. 4 ozs. to one woman, 1 lb. 8 ozs. to a second and 2 lbs. 12 oz. to a third. How much of the cheese remains unsold?

IV. A merchant bought 79 reams of foolscap for which he paid \$237. How much did he pay a quire?

V. How many parcels each weighing 15 lbs. 3 oz. can be made from 1 ton, and what weight will be remaining?

D.

I. How many bricks, each 4 inches square, will it take to pave a walk 50 ft. long and 8 ft. wide?

II. A field is $\frac{1}{4}$ mile long. How much will it cost to build a fence around the field at \$1.75 a rod?

III. A man bought a farm containing 220 acres. If it is 176 rods wide, what will it cost to fence it at \$1.25 per rod?

IV. Find the cost of 15 miles of telephone wire at 35c a pound if 1 lb. will stretch 40 feet.

V. A grocer bought 8 tons of turnips at \$20 a ton and sold them at 75c a bushel. What is his profit on the sale of these turnips?

ALGEBRA 1—SET II.

Cut out and mount on strong cardboard.

A

1. Find the product of $x^3 - ax + a^2$, $x^2 + ax + a^2$, $a + x$ and $a - x$.

2. Divide $x^4 - y^4$ by $x - y$. Hence by inspection

$$\frac{81a^4 - 16b^4c^4}{3a - 2b}$$
 write down the quotient—

3. Multiply $3a^2 + 3b^2 + ab$ by $b^3 - 2a^2b + ab^2$.

4. Expand $(3x - 2y - 2z)^2$.

5. Divide $2a^2 - 2b^2 - 2c^2 - 4bc + 3ca + 3ab$ by $a + 2b + 2c$.

6. Solve the equation:

$$3x - [5 - 2\{x + 3(1 - x) + 2\} - 3] = 10.$$

7. What value of x will make $38 + 4x$ equal to $88 - 6x$? Verify.

8. Solve $\frac{3x-1}{3} + \frac{5}{12} = -\frac{x}{4} + \frac{2x+1}{5}$.

9. Solve $7x - 2y = 13$, $2x + 3y = 43$. Verify.

10. Solve and verify:

$$\frac{2x}{3} + \frac{x+1}{4} - \frac{x-1}{2} = x - 8.$$

B

1. The product of two algebraical expressions is $x^2 + x^5y + x^4y^2 - x^3y^3 + y^6$ and one of them is $x^2y + y^2$, what is the other?

2. Find the product of $(a + \frac{1}{a})$, $(a^2 + \frac{1}{a^2})$, $(a^4 + \frac{1}{a^4})$ and $(a - \frac{1}{a})$.

3. Multiply $x^2 + 2xy + y^2$ by $x^2 + 2xy + y^2$.

4. Divide $2x^2 + 3x^2y - 10x - 15y$ by $2x + 3y$ and check the result by substituting numerical values for x and y .

5. Find the remainder when $x^4 - 6x^2 + 3x^2 - 4x + 5$ is divided by $x^2 - 7x + 3$.

6. Solve the equation:

$$5x - [3 - \{4x - 3(2x - 4 - 2x)\} - 2] - 5 = 6.$$

7. Solve $x - \frac{2}{5}y = 3\frac{1}{2}$, $\frac{4}{9}x + y = -4\frac{1}{2}$.

8. Solve $6x(2x + 3) = (3x + 2)(4x + 3)$.

9. Solve: $\frac{x}{3} + \frac{y}{8} = 41$, $3x - 4y = 0$. Verify.

10. Solve the equation:

$$(3x - 2)^2 - (x - 7)(x - 2) = (3 - 2x)^2 - (5 - 2x - 4x^2).$$

C

1. Find the expression which when divided by $x^2 + x + 1$ gives the quotient $x^2 - x + 1$ and remainder $13x + 17$.

2. Divide $3y^2 + 2x^2 + 2x + 6y + 7xy$ by $x + 3y$.

3. Expand $(x - y)(x^2 + y^2)(x^3 - xy^2)(x + y)$.

4. Divide $x^7 + 3x^5 - 2x^3 - x^2 + 12$ by $x^3 - 6$.

$$(a+2)(a+3) - (a-3)(a-2)$$

5. Simplify:

$$\frac{10a}{10a}$$

6. Find three consecutive numbers whose sum is 78.

7. Solve:

$$(x+1)^2 + (x+2)^2 + x + 3 = 3(x-2)^2 + 14.$$

8. Solve $\frac{1}{2}x + \frac{1}{3}x + \frac{1}{4}x = 3250$. Verify.

9. Solve and verify: $\frac{2(x+1)}{3} - \frac{3(x+2)}{4} = \frac{x+1}{6}$

10. Solve for $x + y$ in the equations:

$$3x + 2 - \frac{y+7}{11} = 10,$$

$$2y + \frac{x+11}{7} = 10. \text{ Verify.}$$

D

1. Expand the following products:

(a) $4(x+3)(2x+1)$; (b) $(3a-5b)^2$;

(c) $(a+b)(a^2+b^2)(a-b)(a^4+b^4)$.

2. Expand $(2a-3b)^3$.

3. Divide $1 - 4x^2 + 16x^3 - 12x^5 - x^4$ by $2x + 1 - 3x^2$.

4. The expression $44x^4 - 83x^3 - 74x^2 + 89x - 56$ is the product of two expressions of which one is $4x^2 - 5x - 7$. Find the other.

5. Solve for x in the equation:

$$\frac{(3x-2)(x-1)}{21} - \frac{2}{7} + \frac{(x-3)^2}{7} = 1 - \frac{1}{7}$$

6. Solve: $\frac{x-11}{3} = 18 - y$, $2x + \frac{y-13}{4} = 29$.

7. Solve and verify: $764x - 9 = 680x + 12$.

8. What value of a will make $2(6x+a) - 3(2x-a) = 4(\frac{1}{2}x - 6)$ an identity?

9. Solve and verify:

$$(2x-7)(x+5) = (2x-9)(x-4) + 229.$$

10. Solve and verify: $2x - 5$, $\frac{x+2}{6} + \frac{3x-1}{4} = 0$.

All questions are taken from Departmental examination papers.




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No. 9C—Fielder's Glove. Fine brown tan leather, laced at wrist, welted, very popular glove.....	Each	4.50
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